

San Antonio Independent School District

Department Plan

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

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Comprehensive Needs Assessment

Needs Assessment Overview

Accountability, Research, Evaluation and Testing:

The following needs are listed in priority order:

1. Ensure district and campus personnel consistent access to data.
2. Provide support and technical assistance for implementation of all state and federal testing requirements.
3. Increase access to higher education and track college readiness status.
4. Develop, publish and maintain analysis and evaluation materials.
5. Develop questionnaires and collect data for research and program evaluations.
6. Gather and analyze feedback in support of SAISD initiatives.
7. Develop new reporting tools as needed.
8. Provide campus and district staff with all State and Federal accountability data.
9. Manage Federal requirements regarding Priority, Focus and Reward schools.
10. Provide data support to ensure compliance with all State and Federal requirements.
11. Synthesize and present key components of accountability.
12. Participate in professional development to improve department skills.

Resources needed:

Fund 164 - Payroll Costs (Testing Analyst and Extra Hours Paraprofessional)

Fund 164 - Purchased contracted services (Contracted Maintenance and Repairs)

Fund 164 - Supplies and Materials

Fund 287(211) - Travel/Subsistence - Employee only

Fund 211 - Misc Contract Services NCLB Report Card

Demographics

Demographics Summary

SAISD ranks third in student population among the 15 school districts that are entirely or primarily within Bexar County. SAISD is the 20th 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.

2017-18 Membership Comparisons of the 20 largest districts in Texas

District Ranking	District	Membership	Total Schools
1	HOUSTON ISD	213,528	281
2	DALLAS ISD	156,726	238
3	CYPRESS-FAIRBANKS ISD	116,138	87
4	NORTHSIDE ISD	106,086	119
5	FORT WORTH ISD	86,039	141
6	AUSTIN ISD	81,346	129
7	KATY ISD	77,331	66
8	FORT BEND ISD	74,957	78
9	ALDINE ISD	67,234	78
10	NORTH EAST ISD	65,805	75
11	ARLINGTON ISD	61,020	77
12	CONROE ISD	61,323	57
13	FRISCO ISD	58,278	67
14	EL PASO ISD	58,178	92
15	GARLAND ISD	56,471	72
16	PASADENA ISD	54,520	65
17	PLANO ISD	53,748	73
19	LEWISVILLE ISD	52,368	63
20	SAN ANTONIO ISD	50,641	99

District Directory Enrollment as of October 2017

In 2017-18 SAISD's student membership was 50,641 in a total of 99 schools: 8 Regular High Schools, 13 Regular Middle Schools, 47 Elementary Schools (Grades PK-5, 5 are In-District Charters), 12 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), 1 All Boys-Academy (Grades 4-8), and 5 Early Childhood Education Centers. The 2017-18 school year had a 3.5% decrease in membership from the 2016-17 school year.

PEIMS Membership: 2003-2018

Grade	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EE	97	13	14	19	24	37	16	26	29	31	30	20	30	16	26	25
HS-PK	0	0	0	0	0	0	0	1,686	1,926	2,556	2,370	2,028	2,079	2,128	2,109	1,983
PK	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	2,875	2,890	3,154
KG	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	3,721	3,688	3,496
1	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	4,328	3,814	3,637
2	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	4,384	4,213	3,657
3	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	4,265	4,328	3,975
4	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	4,057	4,154	4,057
5	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	3,846	3,779	3,930
6	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	3,436	3,481	3,264
7	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	3,454	3,420	3,284
8	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	3,416	3,408	3,307
9	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	4,018	3,912	3,944
10	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	3,380	3,407	3,218
11	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	3,089	3,015	2,970
12	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	2,622	2,842	2,740
Elementary	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	29,620	29,001	27,914
Middle	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	10,306	10,309	9,855
High	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	13,109	13,176	12,872
Total	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	53,035	52,486	50,641

Source data: AEIS 2002-2012, TAPR 2014-2018

Please see Plan Addendum: "Demographics Elem Middle High Graphs"

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 slightly decreased from the previous year while the White population increased slightly from the previous year.

SAISD Ethnicity Breakdown: 2013-2018

Ethnicity	2013		2014		2015		2016		2017		2018	
African American	3,492	6.4%	3,399	6.3%	3,437	6.4%	3,388	6.4%	3,412	6.5%	3,263	6.4%
Hispanic	49,268	90.8%	49,407	91.1%	48,866	91.0%	48,179	90.8%	47,574	90.6%	45,795	90.4%
White	1,143	2.1%	1,072	2.0%	973	1.8%	1,048	2.0%	1,044	2.0%	1,106	2.2%
Native American	56	0.1%	50	0.1%	46	0.1%	47	0.1%	49	0.1%	47	0.1%
Asian	95	0.2%	97	0.2%	133	0.2%	140	0.3%	166	0.3%	172	0.3%
Pacific Islander	16	0.0%	24	0.0%	21	0.0%	16	0.0%	19	0.0%	13	0.0%
Two or More Races	190	0.4%	187	0.3%	225	0.4%	217	0.4%	222	0.4%	245	0.5%

Source Data: AEIS 2012, TAPR 2013-2018

Comparing 2017-18 District data to 2016-17 State data, the percent of SAISD Economically Disadvantaged students is 32 points higher than the State (90.4% vs. 58.8%). The percentage of Special Education is also higher for the District as compared to the State. Overall, SAISD has 74% of its students At Risk of dropping out of school compared to the State's 51%.

2017-18 State and District Comparison by Federal Groups

***Please see Plan Addendum: "17-18 State and District Comparison by Federal Group graph" ***

Historical Membership by State and Federal Groups

	2008-09	2009-10	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	STATE 2018
All Students	54,410	55,086	54,260	54,236	53,811	53,701	53,035	52,486	50,641	5,385,012

African American	4,117	4,103	3,492	3,417	3,413	3,437	3,388	3,412	3,263	679,472
	7.6%	7.4%	6.4%	6.3%	6.3%	6.4%	6.4%	6.5%	6.4%	12.6%
Hispanic	48,582	49,293	49,268	49,513	49,051	48,866	48,179	47,574	45,795	2,821,189
	89.3%	89.5%	90.8%	91.3%	91.2%	91.0%	90.8%	90.6%	90.4%	52.4%
White	1,517	1,472	1,143	968	974	973	1,048	1,044	1,106	1,498,643
	2.8%	2.7%	2.1%	1.8%	1.8%	1.8%	2.0%	2.0%	2.2%	27.8%
Economically Disadvantaged	49,113	50,986	50,275	50,753	50,271	49,213	48,916	47,630	45,795	3,164,349
	90.3%	92.6%	92.7%	93.6%	93.4%	91.6%	92.2%	90.7%	90.4%	58.8%
Special Ed	6,371	5,879	5,587	5,532	5,454	5,510	5,424	5,325	5,195	488,463
	11.7%	10.7%	10.3%	10.1%	10.1%	10.3%	10.2%	10.1%	10.3%	9.1%
ELL	9,538	10,018	10,106	11,357	10,255	10,203	10,119	10,018	9,556	1,014,830
	17.5%	18.2%	18.6%	20.9%	19.1%	19.0%	19.1%	19.1%	18.9%	18.8%
At Risk	36,386	37,514	36,237	37,112	38,599	38,271	36,492	39,229	37,204	2,736,547
	66.9%	68.1%	66.8%	68.4%	71.7%	71.3%	68.8%	74.7%	73.5%	50.8%

Source: AEIS 2008-12 & TAPR 2013-18

2017-18 Membership by Grade for State and Federal Groups

	Total	Afr. Amer.	Hispanic	White	Eco. Dis.	SPED	ELL	At Risk
EE	25	2	23	0	19	25	-	1
PK	5,137	439	4,531	110	5,047	240	1,176	3,259
KG	3,496	224	3,140	94	3,256	240	732	2,613
Grade 1	3,637	213	3,291	89	3,387	268	799	2,735
Grade 2	3,657	227	3,303	89	3,385	289	831	2,493
Grade 3	3,975	257	3,595	88	3,711	381	930	3,043
Grade 4	4,057	240	3,703	74	3,745	442	982	2,729
Grade 5	3,930	255	3,576	59	3,666	474	859	3,001
Grade 6	3,264	195	2,985	57	3,022	429	588	2,426
Grade 7	3,284	201	3,001	56	3,062	453	576	2,483
Grade 8	3,307	188	3,037	53	3,121	429	484	2,569
Grade 9	3,944	266	3,575	77	3,663	557	541	3,200

Grade 10	3,218	199	2,941	49	2,641	340	398	2,532
Grade 11	2,970	196	2,711	48	2,667	324	365	2,251
Grade 12	2,740	174	2,494	54	2,402	304	295	1,869
Total	50,641	3,276	45906	997	47,094	5,195	9,556	37,204

Source: TSDS 2016-2018 Fall Collection

Demographics Strengths

Will be updated by Research and Evaluation.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. **Root Cause:** There is inconsistent differentiation in Tier 1 core instruction and intervention.

Problem Statement 2: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. **Root Cause:** A systemetic approach to providing professional pathways for teachers and administrators does not currently exist.

Student Academic Achievement

Student Academic Achievement Summary

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 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
All Students	81.8	83.3	80.8	82.4	82.6	83.1
African American	80.3	79.8	76.0	78.6	75.6	77.3
Hispanic	82.2	84.0	81.5	82.7	83.3	83.8
White	76.1	72.1	69.8	76.9	79.7	69.2
Economically Disadvantaged	83.2	84.0	80.3	81.9	82.3	82.0

AEIS 2012 and TAPR 2013-2018

On time four-Year Graduation Rates for Special populations

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
Special Ed	81.0	77.8	70.7	72.4	77.3	74.6
Ever ELL	74.2	73.3	76.6	78.9	81.5	85.7
At Risk	74.0	78.9	77.0	82.1	81.4	81.6

TEA 2018 CCMR Data Table

District Graduation Rate vs. State

*****Please see Plan Addendum: "Student Acad Achievement District Graduation Rate vs State"*****

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 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
All Students	12.1	12.1	14.3	11.5	12.9	11.7
African American	14.4	16.0	15.8	11.7	17.5	14.7
Hispanic	11.8	11.5	14.0	11.5	12.5	11.2
White	16.3	20.6	20.8	17.9	13.0	20.0
Economically Disadvantaged	11.3	12.0	15.2	11.8	13.3	12.6
TAPR 2013-2018						

Dropout Rates for Special populations

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
Special Ed	15.3	11.5	20.7	17.4	18.4	19.1
Ever ELL	16.7	18.2	16.3	12.3	14.6	9.8
At Risk	16.7	14.9	17.1	11.4	12.6	12.4

District Dropout Rate vs. State

***Please see Plan Addendum: "Student Acad Achievement District Dropout Rate vs. State"

Drop Out rates for the District have decreased from the previous year while the state slightly decreased for the Class of 2016.

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

	2011	2012	2013	2014	2015	2016	2017	2018
All Students	71%	67%	68%	72%	75%	69%	75%	73%
African American	63%	62%	66%	70%	73%	56%	72%	71%
Hispanic	67%	67%	69%	72%	75%	63%	75%	74%
White	53%	53%	55%	55%	61%	44%	58%	54%
Economically Disadvantaged	68%	68%	73%	73%	76%	65%	77%	75%
Special Ed	84%	84%	84%	86%	89%	85%	85%	84%

Source: PEIMS Edit + 2014-15 Fall Collection & 2016-18 PEIMS Fall Data Set

District Percent At Risk vs. State Percent At Risk

***Please see Plan Addendum: "Student Acad Achievement 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 Education students.

Percent of District At Risk by 13 Criteria

At Risk Criteria	2011	2012	2013	2014	2015	2016	2017	2018
Unsatisfactory Test Scores Grades 04 - 12	46%	38%	35%	59%	53%	67%	62%	61%
Unsatisfactory Test Scores PK - 03	35%	39%	45%	34%	31%	22%	27%	31%
LEP	27%	29%	27%	26%	27%	25%	26%	24%
Retention	23%	23%	20%	18%	21%	21%	19%	16%
Failed Two Courses	13%	11%	11%	9%	8%	16%	15%	13%
Homeless	7%	5%	6%	6%	4%	4%	4%	6%
AEP Placement	3%	3%	3%	2%	2%	4%	3%	3%
Parenting	2%	1%	1%	1%	1%	1%	1%	1%
Residential Placement	1%	1%	1%	1%	1%	1%	1%	3%
Previous Dropout	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Conditional Release	1%	1%	1%	<1%	<1%	1%	1%	1%
Custodial Care	2%	4%	5%	4%	3%	5%	6%	7%
Expelled	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
*Information above based on end of year At-Risk district counts.								

2018 Percent of District At Risk by Grade and Subgroup

Percent At Risk							
	Total	% At Risk	Afr. Amer.	Hispanic	White	Eco. Dis	SPED

Grade EE	1	2%	0%	2%	0%	3%	2%
Grade PK	3,248	63%	51%	65%	54%	64%	57%
Grade KG	2,606	75%	70%	76%	53%	76%	64%
Grade 1	2,729	75%	72%	76%	56%	77%	72%
Grade 2	2,489	68%	63%	69%	42%	70%	74%
Grade 3	3,040	77%	76%	77%	55%	78%	80%
Grade 4	2,728	67%	65%	68%	43%	70%	81%
Grade 5	2,998	76%	75%	77%	56%	78%	86%
Grade 6	2,424	74%	75%	75%	54%	77%	89%
Grade 7	2,479	76%	78%	76%	52%	78%	92%
Grade 8	2,569	78%	82%	78%	57%	80%	91%
Grade 9	3,198	81%	85%	82%	60%	84%	94%
Grade 10	2,532	79%	82%	80%	64%	81%	93%
Grade 11	2,247	76%	76%	77%	62%	79%	93%
Grade 12	1,868	68%	69%	70%	63%	71%	92%
Total	37,156	73%	71%	74%	54%	75%	84%
Source: PEIMS Fall 2018 Data Set							

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 2017-18 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

	2011	2012	2013	2014	2015	2016	2017	2018
All Students	19%	14%	15%	14%	15%	18%	16%	15%
African American	19%	14%	16%	15%	16%	20%	18%	18%
Hispanic	19%	14%	15%	14%	15%	18%	16%	16%
White	17%	11%	13%	14%	12%	16%	16%	12%

Economically Disadvantaged	19%	14%	15%	14%	15%	19%	17%	16%
Male	23%	17%	19%	17%	18%	22%	20%	19%
Female	15%	10%	12%	11%	12%	14%	12%	12%
Special Ed	25%	18%	20%	18%	17%	23%	18%	17%
1 st Semester District Counts								

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

	2011	2012	2013	2014	2015	2016	2017	2018
All Students	1,479	1,297	1,050	1,015	932	1,099	1,501	1,735
African American	104	94	50	60	72	68	90	104
Hispanic	1,324	1,182	970	925	837	1,005	1,387	1,598
White	36	19	24	23	21	20	20	22
Economically Disadvantaged	1,375	1,211	975	930	857	1,062	1,442	1,677
Male	783	655	531	529	496	569	820	915
Female	696	642	519	486	436	530	681	820
Special Ed	325	267	236	232	212	216	289	322
1 st Semester District Counts								

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

	2011	2012	2013	2014	2015	2016	2017	2018
All Students	10%	9%	7%	6%	8%	6%	5%	5%
African American	15%	13%	9%	9%	12%	9%	9%	9%
Hispanic	10%	8%	7%	6%	7%	6%	5%	5%
White	9%	8%	6%	5%	6%	5%	4%	3%
Economically Disadvantaged	10%	9%	7%	7%	8%	6%	6%	6%

Male	12%	12%	9%	8%	9%	7%	7%	7%
Female	7%	7%	5%	4%	6%	4%	4%	4%
Special Ed	19%	17%	13%	12%	13%	10%	9%	10%
1 st Semester District Counts								

In 2018, 15% of SAISD students failed one or more core courses and 5% were involved in a disciplinary incident by the end of the first semester. Additionally, a small percentage of students had excessive absences by the end of semester one.

College, Career, Military Readiness

CCMR: Beginning with the 2017-18 school year, the state has implemented a College, Career, Military Ready standard. Students are considered CCMR if they meet TSI criteria in ELA/Reading and Math, meet criteria on AP/IB examinations, earn dual course credits, enlist in the armed forces, earn industry-based certification, earn an associate's degree, graduate with completed IEP and workforce readiness, or participate in a CTE coherent sequence coursework aligned with industry based certifications.

District CCMR Student Achievement

	All Students	African American	Hispanic	White	Special Education	ELL	Eco Dis	STATE: All Students	STATE: Eco Dis
2017 Graduates	44.5	44.2	44.1	63.5	51.3	38.3	42.4	54.2	44.5

2017-18 CCMR Student Achievement: District vs. State

***Please see Plan Addendum: " Student Ach 17-18 CCMR District v State"

Annual 2017-18 SAISD graduates were below the State in the overall CCMR student achievement. SAISD had a higher student achievement rate for African American, Special Education, and ELL students while White and Economically Disadvantage students had a slightly lower student achievement rate

when compared to the State.

2017 Percent of College Ready Graduates

	SAISD	STATE
2017 Graduates	33.9	47.0
Meets TSI Criteria in ELA	45.7	53.2
Meets TSI Criteria in Math	28.8	42.0
Meets TSI in Both Subjects	25.4	37.8
Earned DC	17.4	19.9
Met AP/IB Criteria	9.9	20.1
Earned Associate's Degree	3.9	0.8

SAISD College Ready Graduates vs State

***"Please see Plan Addendum: "Student Acad Achiev CCMR Graduates vs State"

2017 Percent of Career/Military Ready Graduates

	SAISD	STATE
2017 Graduates	14.2	13.2
Industry-Based Certification	0.6	2.7
Completed IEP and Workforce Readiness	4.6	1.0
CTE Coherent Sequence Coursework	14.1	17.3
US Armed Forces Enlistment	2.7	2.2

SAISD Career/Military Ready Graduates vs State

***"Please see Plan Addendum: "Student Acad Achiev CCMR Graduates vs State"

SAT/ACT Results Class of 2014 to Class of 2017

	Class of 2014		Class of 2015		Class of 2016		Class of 2017		STATE 2017	
Total Graduates	2,518		2,613		2,534					
	Tested	Met STD	Tested	Met STD	Tested	Met STD	Tested	Met STD	Tested	Met STD*
All Students	66.8	6.1	67.8	4.5	68.2	6.1	93.5	11.7	73.5	22.3
African American	71.9	5.0	67.1	2.6	74.7	1.7	90.0	8.6	75.5	8.8
Hispanic	66.7	5.9	68.0	4.4	67.4	5.9	93.8	11.4	71.3	10.7
White	48.8	25.0	46.9	13.3	74.1	27.9	89.6	32.6	73.2	39.1

Source: TAPR 2014-2017, 2018 CCMR Report

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

Met STD: The percent of examinees who scored at or above the criterion score on either test (1110 on the SAT, or 24 on the ACT). Class of 2017 SAISD data reflects these cut points for comparison purposes. *The Class of 2017 State data reflects a new cut score of 1180 for the SAT. The College Board reports the score for the last test taken to TEA.

SAT/ACT Percent Tested Class of 2014 to Class of 2017

***Please see Plan Addendum: "Student Acad Achiev SAT_ACT"

SAT/ACT Percent Met Standard Class of 2014 to Class of 2017

***Please see Plan Addendum: "Student Acad Achiev SAT_ACT"

Class of 2017 District vs. State SAT/ACT Percent Tested

***Please see Plan Addendum: "Student Acad Achiev SAT_ACT"

Class of 2017 District vs. State SAT/ACT Percent Met Standard

***Please see Plan Addendum: "Student Acad Achiev SAT_ACT"

SAISD has a higher percentage of students tested on the SAT/ACT for all groups. The State has a higher percent of students meeting standard on either test for the All Student and White student groups, while SAISD has a higher percent of students meeting standard for African American and Hispanic student groups.

Class of 2017 SAT/ACT Mean Scores: District vs. State

	Class of 2015		Class of 2016		Class of 2017*		STATE 2017	
Total Graduates	2,613		2,534		2,672			
	SAT	ACT	SAT	ACT	SAT	ACT	SAT	ACT
All Students	1186	16.3	1200	16.9	857	18.1	1019	20.3
African American	1107	15.5	1120	15.1	838	16.2	933	17.6
Hispanic	1188	16.3	1200	16.9	856	18.3	954	18.2
White	1351	19.3	1441	21.4	948	20.2	1118	22.9
Source: TAPR 2015-2017								

*Note: From 2012 through 2016, SAT scores reflected ELA, Writing and Math combined with a maximum score possible of 2400. Beginning in 2017, scores combine the ELA & Writing score (max. 800) with the Math score (max. 800) for an overall total maximum of 1600.

SAISD Mean SAT Scores by Ethnicity

***Please see Plan Addendum: "Student Acad Achiev SAT_ACT Mean Scores by Ethnicity"

SAISD Mean ACT Scores by Ethnicity

***Please see Plan Addendum: "Student Acad Achiev SAT_ACT Mean Scores by Ethnicity"

Aside from the change in SAT maximum score from 2400 to 1600, scores have slightly improved over the past few years.

	2012-13		2013-14		2014-15		2015-16		2016-17		STATE 16-17	
	Tested	Met STD	Tested	Met STD	Tested	Met STD	Tested	Met STD	Tested	Met STD	Tested	Met STD
All Students	24.5	16.5	25.1	15.5	27.6	19.7	30.6	14.8	31.0	15.6	26.2	49.1
African American	14.9	13.7	21.6	4.2	19.9	5.4	34.6	3.1	30.0	3.4	17.4	27.9
Hispanic	25.2	16.3	25.2	16.2	27.9	20.4	30.1	15.4	30.8	16.0	24.0	36.7
White	23.5	25.0	34.5	10.0	36.4	22.2	38.2	24.0	36.1	30.2	28.2	63.5
Source: TAPR 2014-2018												

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 2012-13 to 2016-17

***Please see Plan Addendum: "AP_BI Graphs"

AP/IB Percent Met Standard (3, 4, or 5) 2012-13 to 2016-17

***Please see Plan Addendum: "AP_BI Graphs"

2016-17 AP/IB Percent Tested, District vs. State

***Please see Plan Addendum: "AP_BI Graphs"

2016-17 AP/IB Percent Met Standard (3, 4, or 5), District vs. State

***Please see Plan Addendum: "AP_BI Graphs"

While SAISD had a higher percentage of 2016-17 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, and also had the greatest disparity between the District and the State.

State Accountability:

Analysis of District and Campus Performance

A – F Accountability System: Beginning in 2018, a new State Accountability system was introduced. This system is based on an A-F system where three Domain Measures will be used to determine the district or campus final rating. Districts and campuses with an overall all scaled score of 60 or higher (A-D) will be rated “Met Standard”. Scale scores less than 60 (F) are considered “Improvement Required”.

Student Achievement - For elementary and middle schools, the Student Achievement domain score is based solely on the STAAR component. For districts and high schools, the STAAR, CCMR, and Graduation rate components are weighted 40%-40%-20%, respectively.

School Progress – The School Progress domain score is the better of Part A: Academic Growth or Part B: Relative Performance.

Closing the Gaps – Credit awarded based on weighted performance of student groups against annual targets set by subject area. The Closing the Gaps domain score is based on the four components (Grade Level Performance, Academic Growth, English Language Proficiency, Student Achievement) weighted by district or campus type.

Summary of District Accountability Ratings

Historical Summary of District Domain Ratings

	Student Achievement	School Progress Academic Growth	School Progress Academic Growth	Closing the Gaps
2017-18	64 (D)	70 (C)	75 (C)	72 (C)
SAISD was rated Met Standard from the 2013 through the 2017 school years.				

Historical Summary of Campus Accountability Ratings

	2015-16	2016-17	2017-18
Met Standard	67	67	75
Met Alternative Standard	19	18	1
Improvement Required	3	3	16
Not Rated	7	6	8

Historical Summary of District Accountability Data by Subgroup

	SAISD 2015	SAISD 2016	SAISD 2017	SAISD 2018	TEXAS 2018
STAAR All Tests Taken					
All Students	63	59	58	60	77
African American	57	55	54	55	66
Hispanic	63	59	58	60	73
White	76	70	68	75	86
Special Education	38	31	32	36	45
Economically Disadvantaged	62	57	56	59	70
ELL	48	48	48	51	59
STAAR Reading					
All Students	64	57	54	58	74
African American	58	54	51	52	64
Hispanic	64	57	54	58	69
White	77	68	67	74	84
Special Education	38	29	27	30	70
Economically Disadvantaged	63	55	53	56	66
ELL	50	43	42	46	53
STAAR Mathematics					
All Students	66	60	61	65	81
African American	59	55	56	58	70
Hispanic	66	60	61	66	79

White	75	70	70	76	88
Special Education	45	33	37	42	52
Economically Disadvantaged	65	58	59	64	76
ELL	50	55	58	63	72
STAAR Writing					
All Students	55	51	49	47	66
African American	51	55	46	45	55
Hispanic	55	50	49	47	61
White	68	63	58	63	76
Special Education	19	24	24	42	31
Economically Disadvantaged	53	49	47	45	57
ELL	45	41	43	42	46
STAAR Science					
All Students	66	65	63	63	80
African American	62	58	60	59	70
Hispanic	66	65	63	63	76
White	78	78	72	79	89
Special Education	47	36	36	38	49
Economically Disadvantaged	65	64	61	62	73
ELL	48	50	48	48	60
STAAR Social Studies					
All Students	60	62	63	64	78
African American	50	52	57	65	71
Hispanic	60	62	63	64	74
White	82	79	71	78	87

Special Education	45	35	40	41	48
Economically Disadvantaged	58	60	60	62	71
ELL	36	44	44	41	50

Historical Summary of District Dropout and Graduation Data by Subgroup

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 2009.

SAISD's Performance-Based Monitoring Analysis System (PBMAS) Historical Performance

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 / ESSA (Federal Programs)	Special Education	Discipline	Leaver	Student Assessment
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
2015-16	4	3	3	3	3	1	1
2016-17	3	3	2	4	-	1	1
2017-18	2	4	2	4	TBD	TBD	TBD

During the 2005-06 school year, an intervention stage of 4 for the Career and Technology Education (CTE) program 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.

Student Academic Achievement Strengths

Will be updated by Research and Evaluation.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 74% of SAISD students did not reach Math "meets" standards on state assessment. **Root Cause:** A systematic approach to the cycle of teaching Math TEKS K – 12 does not exist.

Problem Statement 2: 71% of SAISD students did not reach ELAR "meets" standards on state assessment. **Root Cause:** A systematic approach to the cycle of teaching ELA TEKS K – 12 does not exist.

Problem Statement 3: 71% of SAISD students did not reach Science "meets" standards on state assessment. **Root Cause:** A systematic approach to the cycle of teaching Science TEKS K – 12 does not exist.

Problem Statement 4: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. **Root Cause:** There is inconsistent differentiation in Tier 1 core instruction and intervention.

Problem Statement 5: Over the last three years, over 60% of SPED (3-8) students did not meet the STAAR passing standard in all content areas. **Root Cause:** There is inconsistent differentiation in Tier I core instruction and intervention.

Problem Statement 6: Over the last three years, performance on Social Studies 8th grade STAAR ranged between 37%-39%. **Root Cause:** A systematic approach to the cycle of teaching Social Studies TEKS K – 12 does not exist.

Problem Statement 7: Over the last three years, performance on ELA EOC decreased from 55% to 50%. **Root Cause:** A systematic approach to the cycle of teaching ELA EOC TEKS 9-12 does not exist.

Problem Statement 8: Over the last three years, performance on 4th and 7th grade STAAR Writing has ranged from 49% to 51%. **Root Cause:** A systematic approach to the cycle of teaching ELA Writing TEKS K-12 does not exist.

Problem Statement 9: The testing department is required to provide testing materials and support to campuses. **Root Cause:** A centralized delivery and management system for testing is required for the district.

Problem Statement 10: The ARET department is required to provide training and support to campuses. **Root Cause:** Ever changing State and Federal compliance requirements must be communicated regularly.

Problem Statement 11: Extended Day Program - Only 66% of students in grades 3 through 8 passed that STARR Reading. **Root Cause:** Lack of opportunity for students to read independently.

Problem Statement 12: Students with term or short term disabilities are at risk of falling academically behind when they are confined to the home for medical reasons. **Root Cause:** Continued educational support is required for students needing instruction in a home setting.

School Processes & Programs

School Processes & Programs Summary

ADVANCED ACADEMICS: The Advanced Academics team including Coordinators for Advancement Via Individual Determination (AVID), Advanced Placement (AP)/Pre-Advanced Placement (PreAP), Gifted and Talented Education (GATE), Dual Credit/Dual Enrollment, and World Languages and additional specialized instructional coaches work to assure that ALL students engage and participate in one or more opportunities for rigorous learning and enrichment on their paths toward postsecondary readiness. The Director for Online Learning and Student Support provides opportunities for students to repair, attain and/or accelerate course credits. Opportunities provided by this team include Advanced Placement, World Languages, and Dual Credit courses; participation in AVID; Gifted and Talented Education services; Academic Decathlon and Octathlon; Performance Acknowledgements for students who exceed regular programs, including the Bilingual/Biliteracy PA; Spanish Spelling Bee; World Language Honor Societies; and A+ Academics for elementary and middle school UIL.

ADULT & COMMUNITY EDUCATION

ATHLETICS

BILINGUAL/ESL/MIGRANT-The Bilingual/ESL & Migrant Department ensures the identification of all English learners based on criteria established by the state, provides bilingual education and ESL programs as part of the general program, seeks appropriately certified teaching personnel to ensure English learners are provided the opportunity to master essential knowledge and skills and assesses achievement for essential knowledge and skills to ensure accountability for English learners and the schools that serve them.

CAREER & TECHNOLOGY EDUCATION

CHILD NUTRITION

COLLEGE AND CAREER READINESS

Organized under the department of Postsecondary Initiatives (College & Career Readiness), two directors oversee activities focused on awareness of postsecondary options, and work in collaboration with program coordinators in Advanced Academics, Research and Evaluation/Assessments, Student Support, and Core Content leaders to assure that students are ready for their postsecondary choices. Two postsecondary directors oversee secondary counselors and a group of highly qualified College Bound Advisors (CBAs), part time Financial Aid Advisors (FAAs), and College Access Partners working with campus Postsecondary Site Teams and through the GO Centers to advise and support students and families in completing all high school pathways for graduation and application processes (college applications, scholarship and financial aid applications, job applications, college essays & letters of recommendation, etc.) for postsecondary choices. College Alumni Advisors maintain contact with SAISD students after graduation to assure matriculation/entry in the fall following graduation, to and through postsecondary choices to completion of degree, certification, or retention through at least first 6 months in postsecondary options.

CONSTRUCTION SERVICES

COMMUNICATIONS

DISTRICT GRANTS

DROPOUT RECOVERY

DYSLEXIA/SECTION 504:

The 504/Dyslexia Department oversees the identification of students exhibiting characteristics of Dyslexia and once identified, provides targeted instruction in accordance with the Dyslexia Handbook 2014. The ultimate goal is for students to achieve proficiency in reading for future college and career readiness. In addition, the 504/Dyslexia Department governs district compliance with the Rehabilitation Act of 1973 (Section 504) which is a civil rights law that prohibits discrimination against persons with disabilities. The department oversees identification of Section 504 eligible students as well as the implementation of 504 Services and Plans.

EARLY CHILDHOOD/HEADSTART

ELA/R

EXTENDED DAY

FACILITITES SERVICES

FAMILY AND COMMUNITY ENGAGEMENT

FAMILY AND STUDNETS SUPPORT SERVICES

FEDERAL PROGRAMS DEPARTMENT (FPD):

The FPD provides support services and guidance to departments/campuses and private non-profit schools (PNP) to ensure program implementation and compliance in the use of Federal (Title I, II, III, IV transferability) and State Compensatory Education (SCE) funds. The FPD has built a compliance and support program, including personnel that assists the District in maintaining compliance with federal, state and local guidelines and regulations. The FPD participates in budget planning and department/campus allocations to include PNP schools. The FPD assists in the coordination of Federal and SCE funding to support the implementation of the school-wide program. The FPD also provides staff development to department/campus and PNP schools (equitable service requirement) in regards to budget processes, funding issues, compliance and on-going technical assistance as needed. Note: Data is on file with the Federal Programs Department

FINANCE SERVICES

FINE ARTS

The Fine Arts Department oversees all music, theatre, visual art, dance and spirit teams in SAISD. It is our department's goal to increase fine arts participation and assessment success both in the arts and in the core content areas. It is also our goal to ensure that participation in our programs lead to an increase in attendance and graduation. Finally, it is the Fine Arts Department to ensure that all fine arts students have the necessary facilities, equipment, and classroom support.

GEAR UP

GOVERNMENTAL & COMMUNITY RELATIONS

GUIDANCE AND COUNSELING

HEALTH AND PE

HEALTHCARE ADMINISTRATION

HUMAN RESOURCES- The Human Resources Department strives to meet all needs of a diverse and varied demographic population on all campuses and departments. The needs of our students and special population groups will be met. Teachers and Instructional Assistants hired will meet all Federal, State and local mandates related to certification, licensure and preparation, including No Child Left Behind (NCLB).

Effectively identified campus staffing needs based on membership projections for the 2018-19 school year, including needs for closures, restructuring, and campus program designs; 100% of teachers were hired by the first day of school; pre-hired 200 teachers prior to summer 2016 to ensure hiring of highly effective teachers for the 2016-17 school year.

JROTC: Teach students how to become better citizens through the USACC JROTC Curriculum and the US Army Model.

MATH

The Mathematics Program supports all students, teachers, support staff and administration for grades Pre K-12. The goal of the mathematics department is to provide instructional, curricular and assessment resources and professional development so that all students receive a rigorous and relevant mathematics education so that all students will be career and college ready when they graduate.

MIDDLE SCHOOL PARTNERS (MSP)

The Middle School Partners (MSP) program is designed to focus on over-aged (14-16) middle school students who are two or more years below grade level and/or who have multiple risk factors associated with continual academic failure. The instructional day should include two periods for high school online self-paced accelerated classes. The instructional delivery of the online self-paced accelerated classes will consist of high-yield strategies for course completion, processes for determining student progress, and provide interventions while checking for mastery. MSP is a structured program that gives students who have been academically unsuccessful a necessary second chance toward academic recovery in addition to providing focus on needed strategies for building self-confidence, self-esteem and self-worth.

MIGRANT

OFFICE OF INNOVATION

OFFICE OF 21ST CENTURY LEARNING

Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to increase student achievement that exceeds the State average and meets or exceeds the National average to ensure student success in college and/or careers. By June 2019, 100% of all instructional staff will use innovative 21st Century technology-enabled tools and practices to improve academic achievement, student engagement, and construction of knowledge by leveraging technology integration and technology literacy in all subjects. By June 2019, 100% of all libraries will provide print and digital collections and digital tools to support diverse student populations with culturally relevant titles and digital literacy practices to improve reading performance.

OPERATIONS SERVICES

ORGANIZATIONAL LEARNING

PEIMS AND STUDENT DATA

POLICE DEPARTMENT

RESEARCH AND EVALUATION

SCHOOL IMPROVEMENT

The Office of School Improvement works with campus administrators, Office of Academics, and Office of School Leadership to monitor, support and provide targeted professional development as per the campus improvement plans. Together, we work to close the student learning gap, increase student performance, and work towards meeting state standards, by addressing all the Critical Success Factors and implement a continuous improvement cycle. The department invested over \$550,000 in professional development, supplies and materials, and paid for travel for teachers and administrator to attend professional development opportunities. In addition, this year, the office successfully managed over \$5,000,000.00 in TTIPS funds to increase student performance at the TTIPS awarded campuses.

SCHOOL LEADERSHIP The work of the School Leadership office has provided guidance and leadership to campuses leaders across the district from Elementary to the High School Level. The school leadership office is focused on the areas of talent management, leadership effectiveness, support and accountability, and the instructional core. Over the last 3 years there continues to be a need to systemetize and implement supportive structures that fosters continuous improvement and allows for prioritized support of all academic programs based on the individualized needs of each campus.

SPECIAL EDUCATION

SUMMER SCHOOL

STATE COMPENSATORY EDUCATION

STUDENT SUPPORT & ACADEMIC SERVICES

The Student Support Services office supports 155 PK-12 School Counselors, and 29 Social workers. We guide the Academic, Career, Social and Personal development of students. Certain members of our team also fulfil crisis prevention and intervention roles with students, parents and the community. In addition, the department of Multi-tiered Student Support provides support for Tier 1 - 3 services and interventions, and the department of Physical Education and Health integrates learning across PE and content courses to support student learning for habits that ensure healthy lifestyles. This office also supports implementation of a Social Emotional Learning (SEL) program across all school campuses. Our team also serves as the experts in Bully Prevention, Conflict Resolution and responsible student decision making. On campuses, members of our team serve an academic/ leadership campus role and support of the campus administrative team and creation of master scheduling, knowing that student social emotional student support is at the forefront of our school counselor leaders.

MTSS/SEL

SCHOOL AGE PARENTING - is a dropout prevention program for teen parents. The department has 4 social workers, 1 full-time teacher, 2 part-time teachers and fully staffed childcare center. The social workers provide intensive case management, remove barriers that hinder students from attending school and provide parenting classes to reduce child abuse rates. The teachers provide academic instruction during pre-natal and postpartum to provide continuous academic instruction and a smooth transition to home campus. The SAISD Learning Center provides quality childcare services for children of teen parents. Community childcare vendors are also used to provide quality childcare for teen parents.

TALENT MANAGEMENT

TEACHER AND ORGNAIZATIONAL LEARNING

TECHNOLOGY SERVICES

TRANSPORTATION SERVICES

OFFICE OF 21ST CENTURY LEARNING

School Processes & Programs Strengths

ADVANCED ACADEMICS

Eleven high performing AP instructional specialists provide specialized coaching support for Advanced Placement teachers as well as support across all core content areas in collaboration with all instructional support staff. In addition, these AP ISs have created aligned common curriculum and assessments that are used in all AP classrooms as the foundation for improving teaching and learning.

Data analysis using AP Potential has supported growth of AP courses in areas where students show highest potential. Every high school campus offers 20 or more AP courses, and student participation and performance in these advanced courses continues to grow.

To support high expectations and support for all students, PreAP courses are offered in all content areas with support in ELAR using the College Board SpringBoard curriculum.

Three SAISD campuses continue to maintain their status as AVID National Demonstration Sites (Jefferson, Longfellow & Whittier). Longfellow has been recognized as a National Site of Distinction for the past two years. In the 2018 - 2019 school year, 24 campuses have committed to implementation with fidelity of the AVID College & Career Readiness System through 31 programs which include elementary, secondary and Excel (AVID for middle school EL students).

Universal screening at 1st and 5th grades has supported increased identification of students who qualify for gifted and talented services across all demographic categories.

Sixteen GATE instructional specialists provide services to all gifted students K - 12, while also providing additional support through family engagement, professional learning, and collaborative planning and teaching with classroom teachers to better serve identified students.

Three instructional specialists will provide additional identification support and newly developed services for students demonstrating above average abilities in the visual arts and leadership through the implementation of a Javits grant.

In response to the demand for additional world language learning opportunities, we have developed a variety of online opportunities to engage students in a selection of languages including Latin, Spanish, French, German, American Sign Language, and Japanese. In addition, students who demonstrate high levels of proficiency in their native language may take the LOTE test for placement in a more advanced level of their language, opening opportunities for them to

take Advanced Placement and/or Dual Credit language courses.

Participation in the elementary, middle and high school Spanish Spelling Bee continues to grow as does participation in the AATSP Spanish competition. SAISD continues to send students to participate in the Regional Spanish Spelling Bee where SAISD students continue to place in the top three places of their age divisions.

We have developed additional Dual Credit and Dual Enrollment opportunities through a summer dual credit program, additional course offerings with higher ed partners, recruiting teachers qualified to teach dual credit courses, and working to assure that all high school campuses are able to offer dual enrollment courses through the OnRamps and ChemBridge programs.

Online Learning and Student support provides access to academic support for at-risk students at the middle schools through the Middle Schools Partners program, and to students in high school for attaining, repairing and/or accelerating earning of high school credits. Both programs have proven to be effective for participants.

Participation at the district level A+ Academics UIL program grew for both elementary and middle school level students to exceed 800 students in 2017 - 2018.

All high school campuses now participate in Academic Decathlon and Octathlon at the district and regional levels. One SAISD high school was selected to compete at the state level in Spring, 2018.

Funding resources provided by the Valero grant to support College Awareness, Readiness, Access and Success activities have provided both district and community partner provided staff to support student and family advising for college/military/workforce entry. In addition, students have opportunities to visit colleges, attend college fairs and participate in college prep activities including PSAT/SAT prep, essay development, and soft skills practice.

ADULT & COMMUNITY EDUCATION

ATHLETICS

BILINGUAL/ESL: The Bilingual/ESL & Migrant department's International Welcome Center is now in its third year of operation. The center assists campuses with the administration of the oral language proficiency test for English Learner identification. The LPAC decision-making process training offered by the Bilingual/ESL & Migrant department is now differentiated to meet the needs of new and veteran LPAC coordinators. The addition of the Instructional Specialists and an expanded Bilingual/ESL coordinator team allows for more teacher and student support through coaching and small group instruction.

CAREER & TECHNOLOGY EDUCATION

CHILD NUTRITION

COLLEGE AND CAREER READINESS

Under the leadership and support of the Postsecondary Initiatives team and secondary Counselors, all high school campuses maintain teams of College Bound Advisors, Financial Aid Advisors, College Access partners and Postsecondary Site Teams (School Leader, Content Leaders, Counselors) focused on assuring that ALL students have explored, prepared for, planned for and are acting to make real their postsecondary choice (college, career, military, workforce).

CONSTRUCTION SERVICES

COMMUNICATIONS

DISTRICT GRANTS

DROPOUT RECOVERY

DYSLEXIA/SECTION 504: Early identification of students with dyslexia and corresponding early intervention increases a student's future academic success; Identification of student's eligible for 504 decreases discrimination against students with disabilities and assures them access to their education.

EARLY CHILDHOOD/HEADSTART

ELA/R

EXTENDED DAY

FACILITITES SERVICES

FAMILY AND COMMUNITY ENGAGEMENT

FAMILY AND STUDENT SUPPORT SERVICES

FEDERAL PROGRAMS DEPARTMENT (FPD):

The FPD provides support, technical assistance, calendar timelines and training regarding compliance with state and federal funding. The FPD provides the departments/campuses and private non-profit schools (PNP) guidance on the eligible use of funds and determines budget allocations to assist them in providing varied intervention programs and strategies. The FPD monitors spending and collaborates with departments/campuses and PNP schools to assist in achieving student outcomes. The FPD staff has expertise in the areas of instruction, program, finance, administration, and regulations. The FPD staff attends professional development and also participates in online webinars in order to provide training to staff to increase capacity. The FPD has created tools to assist departments/campuses and PNP schools in aligning expenditures with the comprehensive needs assessment and District/Campus Improvement Plans. The FPD maintains a website with resources such as PowerPoint presentations, on-line resources and forms (On-line Manual) with instructions to provide information to departments/campuses and PNP schools regarding eligible expenditures and compliance processes/procedures. The FPD also provides Family Liaison trainings, presentations, and resources, Parent and Family Engagement Compliance Pre-Review, and a final Parent and Family Engagement Compliance Review. Note: Data is on file with the Federal Programs Department

FINANCE SERVICES

FINE ARTS

Our teachers are producing results even though they do not have the necessary materials, equipment, schedules, and in some cases staff.

GEAR UP

GOVERNMENTAL & COMMUNITY RELATIONS

GUIDANCE AND COUNSELING

HEALTH AND PE

HEALTHCARE ADMINISTRATION

HUMAN RESOURCES

JROTC: Students who are enrolled in JROTC have a higher graduation than none JROTC students

MATH

The Mathematics department works in partnership with other district programs and offices to ensure timely and precise support to campuses.

MIDDLE SCHOOL PARTNERS (MSP)

MSP program provides eligible schools with researched based early interventions and recovery strategies for combating high school dropout and thus increases academic performance and graduation rates.

MIGRANT

OFFICE OF INNOVATION

OFFICE OF 21ST CENTURY LEARNING

OPERATIONS SERVICES

ORGANIZATIONAL LEARNING

PEIMS AND STUDENT DATA

POLICE DEPARTMENT

RESEARCH AND EVALUATION

SCHOOL IMPROVEMENT

The targeted work of the Office of School Improvement has led to closing the student learning gaps in the IR campuses we work with. Early indicator data such as MAP, CBA, benchmarks, etc... show that most campuses have shown improvement in assessment results compared to the Spring of 2017. Data also shows that the high customer satisfaction rate when evaluations are provided after services have been rendered.

SCHOOL LEADERSHIP

Over the last 3 years, the office of school leadership has had a great impact in supporting campus leadership teams to increase student achievement results from an F rating in 2016, D rating in 2017, and C rating in 2018.

SPECIAL EDUCATION

STUDENT AND ACADEMIC SUPPORT SERVICES

The Student and Academic Support department consists of the following: Multi-tiered Systems of Support (MTSS), Social Emotional Learning (SEL) Elementary and Academics School Counseling, School Aged Parenting, School Social Work and K-12 Physical Education and Health. We work in conjunction with the Advanced Academics/Post Secondary Awareness team for college and career readiness. The department needs are vast and we provide a scope of services to teachers, coaches, school counselors, school social workers and administrative campus teams.

SCHOOL AGE PARENTING

In a collaborative efforts with social workers, counselors and P.E. coaches, provide support system for teen parents to improve attendance, on time graduation rates and prevent subsequent pregnancies.

SUMMER SCHOOL

STATE COMPENSATORY EDUCATION

TALENT MANAGEMENT

TEACHER AND ORGANIZATIONAL LEARNING

TECHNOLOGY SERVICES

TRANSPORTATION SERVICES

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Federal Programs Department (FPD-1): In the 2017-2018 school year, three (3) out of ten (10) requisitions processed by the Federal Programs Department required revisions in order to meet eligibility and compliance requirements. **Root Cause:** Federal Programs Department (FPD-1): There has been District Staff turnover and/or insufficient comprehension of Federal, State, & District regulations and procedures. Note: Data is on file with the Federal Programs Department

Problem Statement 2: FPD-2: For the 18-19 school year, the District received an increase in three of its major federal funding streams. However, the increase significantly fell short of the 2016-17 funding amounts. Although funding has not been restored to the 2016-17 funding levels, the District must continue to be innovative in meeting student needs and ... See Plan Addendums FPD CNA for the complete statement **Root Cause:** FPD-2: Census population data remains relatively constant. The prior loss of families in poverty residing in SAISD boundaries continues to negatively impact the amount of federal funding allocated to the district. It is expected that the Federal Government will not significantly increase Title appropriations... See Plan Addendums FPD CNA for the complete root cause

Problem Statement 3: Federal Programs Department (FPD-10): The District provides equitable services to private non-profit (PNP) students and staff at twenty nine (29) PNP campuses for three (3) programs coordinated between one (1) external agency and one (1) internal department. During the 2017-2018 school year, the District was behind schedule in the delivery of services, for one (1) of the programs. **Root Cause:** Federal Programs Department (FPD-10): ESSA requires the District to provide equitable services to private non-profit students and staff. Coordination of these mandated services requires communication and collaboration with all parties to ensure services are delivered in the timeframe established by statute. There is an opportunity for improved communication. Note: Data is on file with the FPD

- Problem Statement 4:** There is a need to recruit and retain high quality and experienced staff which includes teachers and administrators. **Root Cause:** A systematic approach to providing professional pathways for teachers and administrators does not currently exist.
- Problem Statement 5:** The office of academics continues to see a need in providing teacher and administrator support to better understand and utilize the TEKS Resource System, increase teachers learning time with mandatory PD around CIA, and increasing embedded PD.
- Problem Statement 6:** Over the last three years, performance on Social Studies 8th grade STAAR has ranged between 37% and 39%. **Root Cause:** A systematic approach to the cycle of teaching Social Studies TEKS K – 12 does not exist.
- Problem Statement 7:** Over the last three years, performance on 4th and 7th grade STAAR Writing has ranged between 49% and 51%. **Root Cause:** No district level framework of implementation exists to check for fidelity of a K -12 writing process.
- Problem Statement 8:** 71% of SAISD students did not reach ELAR “meets” standards on state assessment. **Root Cause:** A systematic approach to the cycle of teaching ELA TEKS K – 12 does not exist.
- Problem Statement 9:** 74% of SAISD students did not reach Math “meets” standards on state assessment. **Root Cause:** A systematic approach to the cycle of teaching Math TEKS K – 12 does not exist.
- Problem Statement 10:** 71% of SAISD students did not reach Science “meets” standards on state assessment. **Root Cause:** A systematic approach to the cycle of teaching Science TEKS K – 12 does not exist.
- Problem Statement 11:** Over the last three years, over 60% of ESL (3-8) students did not meet the STAAR passing standard in all content areas.
- Problem Statement 12:** Over the last three years, over 60% of SPED (3-8) students did not meet the STAAR passing standard in all content areas.
- Problem Statement 13:** School Improvement: The team sees a need to increase the level of structured support to accelerate campus turnaround and transformation.
- Problem Statement 14:** Over the last three years, performance on ELA EOC decreased from 55% to 50%.
- Problem Statement 15:** As evidenced by classroom walkthroughs and observations, the level of instructional rigor is not aligned to the expectations of the state assessment (TNTP study).
- Problem Statement 16:** Assistant Superintendents are not able to provide extensive support to ALL campuses in their cohorts - especially face to face campus visits. **Root Cause:** High number of at risk campuses and high number of meetings prevents frequency of on site visits.
- Problem Statement 17:** SAISD 21st century learners need access to personalized learning opportunities that include developing digital literacy, critical thinking skills in an information age, and collaboration and teamwork. **Root Cause:** There is a lack of implementation of 21st century skills which would

move students from a substitution tasks to redefinition and transformation of learning tasks.

Problem Statement 18: School Improvement: The team sees a need to support faculty and staff at both the campus and district level with the supplemental funds to support PD and devices for 21st Century learning.

Problem Statement 19: The percent of students meeting criteria of earning at 3+ on one or more AP exams is below the state average of 50% (SAISD = 12%). **Root Cause:** 74% of AP teachers have less than 3 years of experience and may be teaching an AP course for which they have not completed the AP Summer Institute training.

Problem Statement 20: The percent of students meeting criteria of earning at 3+ on one or more AP exams is below the state average of 50% (SAISD = 12%). **Root Cause:** Students are not able to earn maximum points on areas where college level writing is required.

Problem Statement 21: Classroom walk throughs, data analysis (Instructional Planning Reports) and teacher feedback suggest a lack of implementation with fidelity of a strong AP curriculum based on College Board Student Learning Outcomes (CB-SLOs) and using effective pedagogy based in strategies to engage and scaffold rigorous learning for all students. **Root Cause:** Principals and teachers need additional training and coaching for effective implementation of the AP program and in using College Board data tools.

Problem Statement 22: Currently,SAISD demonstrates only a small percentage of students at each secondary campus participating in AP Spanish Language. **Root Cause:** Campuses under use the LOTE exam to identify students who can be successful in an accelerated world language placement that will in turn build the AP Spanish Language program.

Problem Statement 23: Demands for additional opportunities for language learning have exceeded teaching allocations. **Root Cause:** Growth in K - 8 Academies, International Baccalaureate campuses, and focus on 21st Century Learning require innovative solutions not based on teaching allocations.

Problem Statement 24: Less than 30% of students meet criterion on nationally normed assessments such as the TSI, ACT, and PSAT/SAT, and only small numbers of students complete certifications in their chosen endorsement pathways. **Root Cause:** To advance levels of student success, schools need a framework (AVID) that supports integrating opportunities for students to learn the strategies and skills that support academic and social/emotional success.

Problem Statement 25: Student performance on STAAR and EOC assessments continues to fall below state averages in all core areas. **Root Cause:** Students have not internalized learning strategies (AVID) that support critical reading, proficient writing, and content mastery across all disciplines.

Problem Statement 26: Access to opportunities to take Dual Credit/Dual Enrollment courses vary widely across high school campuses. Currently, less than 20% of students who do not attend an Early College High School complete dual credit courses. **Root Cause:** Finding teachers who may qualify to teach dual credit (DC) and/or dual enrollment (DE) courses, coordinating schedules and transportation that allow students to travel to courses offered off-site, and providing support to assure student success in dual credit courses pose challenges to growing the DC/DE program to scale.

Problem Statement 27: Less than 10% of students who graduate from SAISD schools complete a post-secondary credential within 6 years of graduation. **Root Cause:** SAISD students are frequently First Generation college goers, and require a high level of support in exploring, preparing and completing

college and career exploration, application, financial aid and matriculation processes. College Bound Advisors and college partners need a tool to track progress and completion (Naviance).

Problem Statement 28: GATE students are not maximizing performance on a range of measures including grades, class rank, STAAR, EOC, PSAT/SAT, ACT, TSI, and AP assessments. **Root Cause:** GATE students may not be receiving a level of services that provides the social/emotional support, engagement, and challenge to fully develop their academic potential from teachers who are well trained, schools that plan for providing a variety of enrichment options, and district service providers working collaboratively to support high levels of student achievement.

Problem Statement 29: Gifted and talented (GATE) students are under-identified in SAISD, especially in certain sub-populations, including students identified as EL, SPED and/or low socio-economic. **Root Cause:** Teachers find it challenging to complete the required 30 hours of GT Foundations training and annual updates. Schools need assistance with creating/maintaining structures for effective student referrals and identification.

Problem Statement 30: SAISD does not have a system to identify and serve students who are gifted and talented in the areas of Creativity and Leadership. **Root Cause:** The current identification system includes assessments for identifying in academic areas only, and services are geared toward these areas.

Problem Statement 31: Students do not have a high level of social emotional support in our district. **Root Cause:** School Counselors should be focused on the areas of academic, career, social and personal development instead of being assigned multiple roles on campus beyond school counseling (504, Dyslexia, STAAR/TELPAS coordinator, GT)

Problem Statement 32: World language learning requires new levels of technology to connect students and teachers to curriculum resources, and innovative, differentiated and alternative language learning opportunities (online courses). **Root Cause:** World language is often seen as an elective rather than as the fifth core course, a requirement for college admission, and thus receives less resource support, especially in the area of technology.

Problem Statement 33: SAISD School Social Workers are funded via different streams of revenue. This impedes supervisory responsibilities and strategic priorities for their work. **Root Cause:** Federal Programs and Campus Title funding are two different revenue streams for school social workers in this district. This impacts supervisory responsibilities and oversight of strategic social work programs.

Problem Statement 34: School Social Workers in SAISD need a comprehensive framework to support school counseling programs in SAISD **Root Cause:** Shift social work coordination focus from one of federal and state compliance regarding student enrollment to effective mental health and therapeutic support services that provide support to school counseling programs across SAISD.

Problem Statement 35: Problem statement: pregnant students; at higher risk of dropping out without academic, social, and childcare support. **Root Cause:** Instability in the home environment, lack of self esteem, need for attention, lack of health education and trauma exposure.

Problem Statement 36: Students are at higher risk of dropping out of school without academic, motivational, and social & emotional support. **Root Cause:** Lack of parental support, poor attendance, lack of motivation, and inefficiencies in academic skills and success

Problem Statement 37: Office of Teaching and Organizational Learning: Professional Development standards were not established for the previous years.

Root Cause: The professional development plan did not address the standards linked to TTESS.

Problem Statement 38: The State Compensatory (SCE) Program needs to reduce the dropout rate for students who are identified as at-risk of dropping out of school. **Root Cause:** Campuses need to accurately identify their at-risk population and provide meaningful emotional, social, and academic interventions that address the needs of each student.

Perceptions

Perceptions Summary

Will be updated by School Improvement Office using Insight data.

Perceptions Strengths

Will be updated by School Improvement Office using Insight data.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: SAISD: Learning Environment is the domain with the largest gap between bottom-quartile and top-quartile schools. The bottom quartile of schools averaged a 5.0 rating compared to the top quartile of campuses with an 8.3 rating.

Problem Statement 2: There is a need to increase family and community engagement across all Improvement Required campuses through activities that promote academic conversations with families.

Problem Statement 3: The SAISD families and students need assistance in accessing community resources and supports. **Root Cause:** Lack of knowledge of resources that are available to the parents and students.

Problem Statement 4: Staff need professional development to work with many students and parents. **Root Cause:** Many students and parents have social emotional needs that go beyond the classroom.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

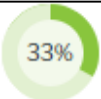
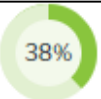


Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 1: READING: Provide a comprehensive reading process to increase all students from 57% to 65%.

- Evaluation Data Source(s) 1:**
1. To increase the percentage of special education students meeting state standards from 29% to 50%.
 2. To increase the percentage of ELL students meeting state standards from 47% to 60%.
 3. To increase the percentage of African American students meeting state standard from 54% to 60%.
 4. To increase the percentage of Hispanic students meeting state standard from 57% to 63%.
 5. To increase the percentage of Economically Disadvantaged students meeting state standards from 55% to 61%.
 6. To increase Final Level from 20% to 40%.
 7. To Increase Advanced Level from 6% to 15%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Balanced Literacy - Elementary: * In grades K-3, teachers will implement a Balanced Literacy Model of Reading and Writing Instruction in a 120 minute block. * Teachers will utilize leveled bookrooms for guided reading instruction and structured independent reading along with classroom libraries and other literacy resources that can be found in the SAISD Digital Eco System. * Teachers will utilize an electronic interactive and adaptive electronic library and reader focused on close reading during literacy stations and structured independent reading as well as during extended school day instruction. (Scholastic; Heinemann Lightsail; Qwill; Other Vendors to support Reading Foundations Instruction as well as reading and writing in elementary grades.)</p>	2.4, 2.5, 2.6	Teachers Instructional Coaches and Specialists Campus Administrative Staff ELA-R Elementary Coordinator, April Johns ELA-R Elementary Director, Laura Gamez ELA-R Secondary Director, Christina Clark	Students reading on grade level or making a year or more growth in their independent reading level.				
	<p>Problem Statements: Student Academic Achievement 2, 4, 5, 8 Funding Sources: 164 - State Compensatory Education (SCE) - 5000.00</p>						
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Readers'/Writers' Workshop Grades 4/5 * In grades 4-5, teachers will implement a Readers'/Writers' Workshop Model of Reading and Writing Instruction in a 120 minute block * Teachers will utilize leveled bookrooms for guided reading instruction and structured independent reading along with classroom libraries and other literacy resources that can be found in the SAISD Digital Eco System. * Teachers will utilize an electronic interactive and adaptive electronic library and reader focused on</p>	2.4, 2.5, 2.6	Teachers Instructional Coaches and Specialists Campus Administrative Staff ELA-R Elementary Coordinator, April Johns ELA-R Elementary Director, Laura Gamez ELA-R Secondary Director, Christina Clark	Students reading on grade level or making a year or more growth in their independent reading level				

<p>close reading during literacy stations and structured independent reading as well as during extended school day instruction.</p> <p>Grades 6-8</p> <p>* In grades 6-8 teachers will implement a Readers'/Writers' Workshop Model of Reading and Writing Instruction in either a block schedule or traditional schedule.</p> <p>* Teachers will utilize leveled and/or lexile aligned literature along with classroom libraries and other literacy resources available through the SAISD Digital Eco System.</p> <p>* 6th grade teachers will utilize an electronic interactive and adaptive electronic library and reader focused on close reading during literacy stations and structured independent reading as well as during extended school day instruction.</p> <p>Grades 9-12</p> <p>* In grades 9-12 teachers will implement a Readers'/Writers' Workshop Model of Reading and Writing Instruction in a block schedule or traditional schedule.</p> <p>* Teachers will utilize Lexile aligned literature along with classroom libraries and other literacy resources available through the SAISD Digital Eco System.</p> <p>* 9th grade intervention teachers will utilize an electronic interactive and adaptive electronic library and reader focused on close reading during literacy stations and structured independent reading as well as during extended school day instruction.</p> <p>(Scholastic; Heinemann; Lightsail; Qwill; Other Vendors to support reading and writing in intermediate and secondary grades.)</p>	<p>Problem Statements: Student Academic Achievement 2, 4, 5, 8</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 5000.00</p>						
<p>Comprehensive Support Strategy</p>	<p>2.4, 2.5, 2.6</p>	<p>Teachers</p>	<p>Students meeting growth measure and/or meeting</p>				

<div>Targeted Support Strategy</div> <div>PBMAS</div> <div>Critical Success Factors</div> <div>CSF 1 CSF 2 CSF 4 CSF 7</div> <div>3) STAAR/EOC Intervention</div> <div>Elementary/Middle</div> <div>* Students not scoring ""approaches"" or ""meets""</div> <div>on</div> <div>ELA STAAR may be scheduled into an ELA</div> <div>intervention</div> <div>class utilizing ELA specific intervention instructional</div> <div>materials targeting the tested TEKS.</div>	<div>Instructional</div> <div>Coaches and</div> <div>Specialists</div> <div>Campus</div> <div>Administrative Staff</div> <div>ELA-R Elementary</div> <div>Coordinator, April</div> <div>Johns</div> <div>ELA-R Elementary</div> <div>Director, Laura</div> <div>Gamez</div> <div>ELA-R Secondary</div> <div>Director, Christina</div> <div>Clark</div>	<div>expectations on state assessment</div>	<div><div><div>33%</div></div></div>	<div><div><div>38%</div></div></div>		

* The intervention classes will provide targeted reading and writing instruction based on the components of readers'/writers' workshop specifically focused on tested TEKS.

* For those students not scheduled into an intervention class, intervention will be provided through possible pullout or extended day instruction.

* 3rd through 5th grade teachers and 6th grade intervention teachers will utilize an electronic interactive and adaptive electronic library and reader focused on close reading during literacy stations and structured independent reading as well as during extended school day instruction.

High School

* Students not scoring ""approaches"" or ""meets"" on 8th grade ELA STAAR, English I EOC or English II EOC will be scheduled into an ELA intervention class utilizing ELA specific intervention instructional materials targeting the tested TEKS.

* The intervention classes will provide targeted reading and writing instruction based on the components of readers'/writers' workshop specifically focused on tested TEKS.

* 9th grade intervention teachers will utilize an electronic interactive and adaptive electronic library and reader focused on close reading during literacy stations and structured independent reading as well as during extended school day instruction.

(Lightsail; Heinemann; Mentoring Minds; and other vendors to support STAAR and EOC Intervention)

Problem Statements: Student Academic Achievement 2, 4, 5, 7, 8

Funding Sources: 164 - State Compensatory Education (SCE) - 25000.00

<div>Comprehensive Support Strategy</div> <div>Targeted Support Strategy</div> <div>Critical Success Factors</div> <div>CSF 1 CSF 2 CSF 4 CSF 7</div> <div>4) MTSS Intervention</div> <div>For students reading one or more years below grade level, interventions will be provided either through guided reading/invitational groups or small group instruction with either teachers or master teachers utilizing TEKS aligned resources to include web-based platforms for one-to-one intervention adaptive to students' strengths and needs. (Lightsail; Mentoring Minds; Comprehension Toolkit; Show Me How and other vendors to support Tiered intervention to students.)</div>	2.4, 2.5, 2.6	Teachers Instructional Coaches and Specialists Campus Administrative Staff ELA-R Elementary Coordinator, April Johns ELA-R Elementary Director, Laura Gamez ELA-R Secondary Director, Christina Clark MTSS Director, Dawn Kulpa	Students gain one or more years of growth on their independent reading level	<div><div></div><div>33%</div></div>	<div><div></div><div>36%</div></div>		
<div>Critical Success Factors</div> <div>CSF 1 CSF 2 CSF 7</div> <div>5) District Level Assessments</div> <div>* All students will take a TEKS aligned computer adaptive interim assessments that identifies growth and state assessment readiness.</div> <div>* Grades K-3 will utilize an assessment that identifies students' reading levels to determine appropriate grouping in guided reading and invitational groups.</div> <div>* Bilingual and dual language students will also be assessed using an online adaptive assessment in Spanish. (Fountas & Pinnell; Heinemann; iStation; All-in-Learning and other assessment tools to provide data to inform instruction)</div>	2.4, 2.5, 2.6	Teachers Implementation Specialists Campus Administrative Staff ELA-R Elementary Coordinator, April Johns ELA-R Elementary Director, Laura Gamez ELA-R Secondary Director, Christina Clark Testing Director, Cindy Blair 21st Century Learning Executive Director, Becky Landa	Provide student data to create small instructional groups and targeted instruction to improve by a year or more students' independent reading level and state assessment performance.	<div><div></div><div>33%</div></div>	<div><div></div><div>31%</div></div>		

<div>Critical Success Factors</div> <div>CSF 1 CSF 3 CSF 4 CSF 7</div> <div>6) Establishing a model classroom to display exemplar classroom setup for balanced literacy K-2 to understand how the structure of the classroom supports the implementation of reading/writing.</div>	2.4, 2.5, 2.6	Campus Administrator Campus-based Implementation Specialist	Students meeting growth measure and/or meeting expectations on state assessment.	<div></div>	<div></div>		
<div>Problem Statements: Student Academic Achievement 2, 8</div> <div>Funding Sources: 164 - State Compensatory Education (SCE) - 0.00</div>							
<div>Comprehensive Support Strategy</div> <div>Targeted Support Strategy</div> <div>PBMAS</div> <div>Critical Success Factors</div> <div>CSF 1 CSF 3 CSF 4 CSF 7</div> <div>7) INSTRUCTIONAL Specialists will travel to various campuses to provide onsite support in the areas of math, science, social studies, and English language arts through the use of planning, modeling, and coaching</div>	2.4, 2.5, 2.6	ELA-R Elementary Coordinator, April Johns ELA-R Elementary Director, Laura Gamez ELA-R Secondary Director, Christina Clark	Student performance on state assessments will improve in the growth measures and/or meeting or exceeding expectations. Student reading levels will increase.	<div>33%</div>	<div>64%</div>		
<div>Problem Statements: Student Achievement 1 - Student Academic Achievement 2, 4, 5, 7</div> <div>Funding Sources: 211 - ESEA Title I, Part A - Regular - 10000.00</div>							
<div><div>100%</div><div>→</div><div>0%</div><div>×</div></div> <div>= Accomplished = Continue/Modify = No Progress = Discontinue</div>							

Performance Objective 1 Problem Statements:



Student Achievement
Problem Statement 1: Students receiving special education services continue to score below district and state averages. Root Cause 1: There exists a demonstrable need in the area of professional development around specially designed instruction.
Student Academic Achievement
Problem Statement 2: 71% of SAISD students did not reach ELAR "meets" standards on state assessment. Root Cause 2: A systematic approach to the cycle of teaching ELA TEKS K – 12 does not exist.
Problem Statement 4: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. Root Cause 4: There is inconsistent differentiation in Tier 1 core instruction and intervention.
Problem Statement 5: Over the last three years, over 60% of SPED (3-8) students did not meet the STAAR passing standard in all content areas. Root Cause 5: There is inconsistent differentiation in Tier I core instruction and intervention.
Problem Statement 7: Over the last three years, performance on ELA EOC decreased from 55% to 50%. Root Cause 7: A systematic approach to the cycle of teaching ELA EOC TEKS 9-12 does not exist
Problem Statement 8: Over the last three years, performance on 4th and 7th grade STAAR Writing has ranged from 49% to 51%. Root Cause 8: A systematic approach to the cycle of teaching ELA Writing TEKS K-12 does not exist

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 2: WRITING: Implement and monitor an aligned and integrated PK-12 writing process to increase all student performance from 51% to 60%

- Evaluation Data Source(s) 2:**
1. To increase the percentage of special education students meeting state standards from 24% to 50%.
 2. To increase the percentage of ELL students meeting state standards from 44% to 60%.
 3. To increase the percentage of African American students meeting state standard from 55% to 60%.
 4. To increase the percentage of Hispanic students meeting state standard from 50% to 60%.
 5. To increase the percentage of Economically Disadvantaged students meeting state standards from 49% to 60%.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Elementary * In grades K-3, teachers will incorporate writing into the following Balanced Literacy components: vocabulary/word work; mini-lessons/crafting sessions; structured independent reading/teacher & student conferencing; literacy centers; and writing. In grades 4-5, teachers will incorporate writing into the following Readers'/Writers' Workshop components: vocabulary/word work; minilessons/crafting sessions; structured independent reading/teacher & student conferencing; literacy centers; and writing.	2.4, 2.5, 2.6	Teachers Instructional Coaches and Specialists Campus Administrative Staff ELA-R Elementary Coordinator, April Johns ELA-R Elementary Director, Laura Gamez ELA-R Secondary Director, Christina Clark	Increase writing performance on state, college entrance, and advanced writing assessments.				

* Teachers will utilize leveled bookrooms and classroom libraries to select mentor texts and other literacy resources that can be found in the SAISD Digital Eco System.

* Teachers will incorporate the 3 types of writing throughout the entire year: daily, process, and assessment writing.

* Teachers will utilize 6+1 Writing Traits with daily and process writing so that they are reflected in successful assessment writing.

* Students will write across content areas either through daily or process writing.

Middle

* In grades 6-8, teachers will incorporate writing into the following Readers'/Writers' Workshop components: vocabulary/word work; mini-lessons/crafting sessions; structured independent reading/teacher & student conferencing; literacy centers; and writing.

* Teachers will utilize leveled or Lexile aligned book rooms and classroom libraries to select mentor texts and other literacy resources that can be found in the SAISD Digital Eco System.

* Teachers will incorporate the 3 types of writing throughout the entire year: daily, process, and assessment writing.

* Teachers will utilize 6+1 Writing Traits with daily and process writing so that they are reflected in successful assessment writing.

* Students will write across content areas either through daily or process writing.

* Teachers will utilize web-based platform(s) to ensure original writing and to support writing instruction."

High School

In grades 9-12, teachers will incorporate writing into the following Readers'/Writers' Workshop components: vocabulary/word work; mini-lessons/crafting sessions; structured independent reading/teacher & student conferencing; literacy centers; and writing.

* Teachers will utilize leveled or Lexile aligned book

Problem Statements: Student Academic Achievement 2, 4, 5, 7, 8

Funding Sources: 211 - ESEA Title I, Part A - Regular - 0.00, 164 - State Compensatory Education (SCE) - 70000.00

rooms and classroom libraries to select mentor texts and other literacy resources that can be found in the SAISD Digital Eco System.

* Teachers will incorporate the 3 types of writing throughout the entire year: daily, process, and assessment writing.

* Teachers will utilize 6+1 Writing Traits with daily and process writing so that they are reflected in successful assessment writing.

* Students will write across content areas either through daily or process writing.

* Teachers will utilize web-based platform(s) to ensure original writing and to support writing instruction.

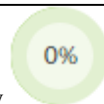
(Scholasti; Qwill; Heinemann; Turnitin; and other vendors to provide writing instruction, intervention, and remediation at all grade levels.)



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: 71% of SAISD students did not reach ELAR "meets" standards on state assessment. Root Cause 2: A systematic approach to the cycle of teaching ELA TEKS K – 12 does not exist.
Problem Statement 4: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. Root Cause 4: There is inconsistent differentiation in Tier 1 core instruction and intervention.
Problem Statement 5: Over the last three years, over 60% of SPED (3-8) students did not meet the STAAR passing standard in all content areas. Root Cause 5: There is inconsistent differentiation in Tier I core instruction and intervention.
Problem Statement 7: Over the last three years, performance on ELA EOC decreased from 55% to 50%. Root Cause 7: A systematic approach to the cycle of teaching ELA EOC TEKS 9-12 does not exist
Problem Statement 8: Over the last three years, performance on 4th and 7th grade STAAR Writing has ranged from 49% to 51%. Root Cause 8: A systematic approach to the cycle of teaching ELA Writing TEKS K-12 does not exist

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 3: SOCIAL STUDIES: Increase Performance/growth in Social Studies

- Evaluation Data Source(s) 3:**
1. To increase the percentage of special education students meeting state standards from 35% to 50%.
 2. To increase the percentage of ELL students meeting state standards from 49% to 60%.
 3. To increase the percentage of African American students meeting state standard from 52% to 67%.
 4. To increase the percentage of Hispanic students meeting state standard from 62% to 67%.
 5. To increase the percentage of Economically Disadvantaged students meeting state standards from 60% to 67%.
 6. To increase Final Level from 46% to 60%.
 7. To Increase Advanced Level from 9% to 15%.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Implement instructional strategies and aligned resources to address student literacy and improve student reading and writing skills. Utilize instructional resources including primary and secondary source documents, student centered activities, and document based questions. Provide Professional Development for Social Studies teachers and instructional resources at both the secondary and elementary level to support the implementation of document-based questions and nonfiction reading strategies.</p>	2.4, 2.5, 2.6	Director of Social Studies Coordinator of Social Studies Social Studies Instructional Specialists.	Improvement in student performance on district and state assessments in Social Studies, Reading, and Writing..				
<p>Problem Statements: Student Academic Achievement 6</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 59185.00</p>							
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Integrate instructional technology into Social Studies classes. Provide online instructional resources in the SAISD digital ecosystem. Provide professional development for Social Studies teachers to facilitate the integration of technology into Social Studies instruction.</p>	2.4, 2.6	Director of Social Studies Coordinator of Social Studies					
<p>Problem Statements: Student Academic Achievement 6</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 4470.00</p>							

Critical Success Factors CSF 1 CSF 4 CSF 7 3) Provide opportunities for social studies enrichment through student participation in the extracurricular National History Day program, Model United Nations (MUN) simulations, and elective courses like Mexican American Studies. Purchase materials and books for campuses to support these programs.	2.4, 2.5	Director of Social Studies Coordinator of Social Studies	Results from District, Regional, State History Fairs				
	Problem Statements: Student Academic Achievement 6 Funding Sources: 199 - Local Maintenance - 0.00						
Critical Success Factors CSF 1 4) Provide instructional resources and remediation for EOC retesters. This could include remediation courses at some campuses.	2.4, 2.5, 2.6	Director of Social Studies Coordinator of Social Studies	Improvement in US History EOC retester performance.				
	Problem Statements: School Processes & Programs 6 Funding Sources: 164 - State Compensatory Education (SCE) - 13000.00						
Critical Success Factors CSF 1 5) Provide semester exams in grades 6-8 and 11th grade Social studies.	2.4, 2.6	Director of 21st Century Learning Instructional Facilitator Assessment Coordinator	Implementation Timeline Semester Exam & CBA Results Training Sign-in Sheets				
	Problem Statements: Student Academic Achievement 6 Funding Sources: 211 - ESEA Title I, Part A - Regular - 350000.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 6) Provide summer accelerated instruction in order to prepare students to retake the STAAR US History EOC.	2.4	Director of Social Studies, Director Extended Learning	The number of students passing the summer US History EOC retake will increase.				
	Problem Statements: Student Academic Achievement 6						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 7) Provide instructional support to secondary campuses through an itinerant instructional specialist team that focuses on instructional coaching, curriculum writing, and assessment writing.	2.4, 2.5, 2.6	Director of Social Studies, Coordinator of Social Studies, Social Studies Instructional Specialist	Increase the percentage of students reaching approaches, meet, and masters levels of state assessments.				
	Problem Statements: Student Academic Achievement 6 Funding Sources: 211 - ESEA Title I, Part A - Regular - 10000.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div></div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div></div><div>= Discontinue</div></div>							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 6: Over the last three years, performance on Social Studies 8th grade STAAR ranged between 37%-39%. Root Cause 6: A systematic approach to the cycle of teaching Social Studies TEKS K – 12 does not exist.
School Processes & Programs
Problem Statement 6: Over the last three years, performance on Social Studies 8th grade STAAR has ranged between 37% and 39%. Root Cause 6: A systematic approach to the cycle of teaching Social Studies TEKS K – 12 does not exist.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 4: Increase the passing rate of prior year failures

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 1) Increase participation in credit recovery and STAAR intervention programs for identified students		Director of Online Learning Director for Student Support Services Assistant Superintendent - High Schools Assistant Superintendents-Middle School	Students grades, attendance, behaviors, performance on district and state exams and number of students graduating with cohort				
Funding Sources: 164 - State Compensatory Education (SCE) - 340000.00							
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 2 CSF 6 2) Communicate and contribute to developing procedures, non-traditional options, implementations and timelines to district wide stakeholders		Director of Online Learning	Students grades in core courses, attendance, behaviors, performance on district and state exams and number of students meeting on time cohort graduation				
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 3) Implement a dropout credit recovery lab and dropout satellites for students to return and complete their high school diploma. Teacher training for implementation of online course		Director of Online Learning Director of Student Support High School principals Middle School principals	Students core course grades, attendance, behaviors, performance on district and state wide exams and number of students graduating with cohort. Will evaluate teacher efficiency on teacher ability to implement program.				
Funding Sources: 164 - State Compensatory Education (SCE) - 340000.00							

<div>Comprehensive Support Strategy</div> <div>Targeted Support Strategy</div> <div>Critical Success Factors</div> <div>CSF 3 CSF 7</div>		Director of Online Learning	Agendas				
		Director of Student Support	Evaluations				
4) Provide training, materials, and resources regarding district-wide drop out prevention	Funding Sources: 164 - State Compensatory Education (SCE) - 12500.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 5: Increase the percent of HS students who complete a CTE coherent sequence of courses within their Endorsement pathway and earn an industry certification.

Evaluation Data Source(s) 5: Crystal Reports - CTE Coherent Sequence Completers; Code Table ID - C214, Industry-Certification Licensure Code Report; Endorsements by Loc Code

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure middle and high school counselors provide classroom guidance for all students using the online Naviance programs to conduct career interest inventories, research colleges and identify pathways that lead to completion of coherent sequences and endorsements. Counselors will reference the Naviance Scope and Sequence and monitor usage for specific grades.		Student Support Services Exec Director Campus Counselors College and Career Readiness Director Secondary Coordinator for High Schools Campus Principal CTE Sr. Exec Dir	Naviance Reports Indicating Academic Strengths & Career Interests Classroom Guidance Lessons Monthly Action Plans Agendas for 8th gr Parent/Student Academic Conferences 4-Year Plans				
Funding Sources: 211 - ESEA Title I, Part A - Regular - 234000.00, 164 - State Compensatory Education (SCE) - 40000.00							
Critical Success Factors CSF 1 CSF 2 2) Increase the number of courses offered and enrollment in technical dual credit courses. Provide funds for dual credit candidates to take TSI exams. Provide funds to purchase required CTE dual credit textbooks.		Sr. Ex. Director Academic Support Director, Student Support HS Counselors	TSI Exam Modules and Exam Data # of students scoring TSI Ready Agendas & Sign-Ins for SAISD Counselors attending dual credit meetings with Alamo Colleges # of CTE campus-based adjunct faculty; # of CTE courses offered at the college campus Dual Credit Grade Reports				
Funding Sources: 244 - Federal Vocational Basic Grant (Carl D. Perk - 85000.00							



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Performance Objective 6: Advanced Academics: Increase Advanced Placement participation and performance

Evaluation Data Source(s) 6: AP participation and performance

Growth in AP participation and performance

AP Scholar numbers

Number of teachers who achieve AP Reader status

Summative Evaluation 6:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) -Achieve 10% increase in students meeting criteria on all AP exams (scores of 3, 4 or 5) by: -full participation in the AP online ordering and resources system -conducting classroom walk-throughs to coach teachers for improved teaching and learning -teachers participate in district level AP PLC's to build capacity for collaborative planning for learning and assessment, data analysis and intervention, and use of tools and resources -creating systems of support for all processes connected to AP teaching and learning including AVID (AP process forms completed & on record including AP Agreement & AP Exam Commitment, implement mock AP exams at district & campus level, implement AP tutoring opportunities for students after school and on Saturdays -provide coaching focused on college level writing so that teachers support students to maximize points earned on writing sections of AP exams</p>		<p>Exec Dir Adv Ac/Postsec District AP Coordinator District World Language Coordinator District College Readiness/AVID Coordinator AP Implementation Specialists\ Campus AP Administrators Campus AP teachers</p>	<p>-Increased student participation in AP courses -Increased performance at criteria on AP exams -Data from collaboratively created formative assessments demonstrating on track performance for 50% or more of students in each class -increased teacher capacity for implementing AP support -increased number of teachers identified as AP readers -Increased number of AP scholars at each HS campus</p>				
<p>Problem Statements: School Processes & Programs 19, 20, 21 Funding Sources: 164 - State Compensatory Education (SCE) - 0.00</p>							

<p>2) The Office of Advanced Academics in collaboration with the Department of 21st Century Learning will provide:</p> <ul style="list-style-type: none"> -aligned textbooks, consumables, online resources, programs, manipulatives, lab materials, and other resources that offer AP teachers and students the best opportunity for success. -technology for students to engage in the AP online resources and AP and World Languages instructional materials adopted. -consumable resources for student homework and practice. 	<p>Exec Dir Adv Ac/Postsec District AP Coordinator District World Language Coordinator Exec Dir 21st Century Learning District Coordinator for Textbooks Directors for Core Disciplines Campus AP Administrators Campus Department Leads</p>	<p>Audit demonstrates that:</p> <ul style="list-style-type: none"> -all students have appropriate access to materials necessary for each AP classes -teachers have access to and capacity for using all materials needed to meet teaching and learning outcomes for each AP class <p>Survey for teacher and student feedback demonstrates high positive feelings and confidence about efficacy of texts and resources used</p> <p>AP Exam scores May, 2018 (available July, 2018) demonstrate increased participation and increased numbers of students meeting criteria on AP exams</p>				
<p>Problem Statements: School Processes & Programs 19, 20, 21</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 9000.00</p>						
<p>3) Build an advanced course pipeline beginning with middle school by:</p> <ul style="list-style-type: none"> -Use data from PSAT a/9, 10 & 11 to identify students' AP Potential -Providing AP and PreAP options to students at Middle School campuses -Develop independent learners by introducing and practicing PreAP strategies, 21st Century Learning strategies, and AVID strategies -Utilizing the Spanish LOTE placement test to properly advance students into a language course that will best fit their level of ability and open AP course options to them 	<p>Exec Dir Adv Ac/Postsec District AP Coordinator District World Languages Coordinator District College Readiness/AVID Coordinator Exec DirStudent Support Services District Secondary Counseling Coordinator District Master Scheduler High School and Middle School Leadership & Counselors Campus Instructional Leadership</p>	<p>-Choice slips, master schedules, and student course rosters demonstrate additional student options</p> <p>-Student data demonstrates successful completion of PreAP and AP courses at middle school campuses, including but not limited to AP Spanish Language and Culture</p> <p>-Increasing numbers of students meet criteria on AP exams (3, 4, or 5)</p>				
<p>Problem Statements: School Processes & Programs 19, 20, 21</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 0.00</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Beginning in middle school, build a pipeline of students with the skills and academic experiences to be successful in advanced course by utilizing SpringBoard pre-AP ELAR curriculum in 6th - 10th grade classes.</p> <p>6th - 10th grade pre-AP ELAR teachers will complete training activities to increase capacity for Springboard implementation to achieve fidelity to the Springboard curriculum plan.</p> <p>6th - 10th grade pre-AP ELAR teachers will co-create assessments to determine student progress toward mastering Springboard learning outcomes.</p> <p>Campuses should:</p> <ul style="list-style-type: none"> -Conduct SpringBoard learning walks -Review Springboard unit plans -Gather and examine student work based on Springboard curriculum/Close Reading workshop and/or Writing Workshop during PLC time -Examine classroom artifacts to look for demonstration of high levels of engagement, quality responses, peer and teacher feedback -Include Springboard assessments in PLC conversations across departments 	Exec Dir Adv Ac/Postsec District Director Secondary ELAR ELAR Instructional Coaches District AVID Coordinator Campus Istructional Leadership	-Learning walks with the College Board Springboard liaison will demonstrate high level of implementation with fidelity of the SpringBoard curriculum. -Springboard assessment data will demonstrate student progress and mastery of ELAR content and PreAP strategies -MAP RIT score for PreAP students will demonstrate on target or advanced score levels -STAAR score for PreAP students will be at College Readiness or Advanced levels				
	<p>Problem Statements: School Processes & Programs 20, 24</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 0.00</p>					

<p>5) Beginning in middle school, build a pipeline of students with the skills and academic experiences to be successful in advanced courses, and increase equity of access to 8th grade Algebra I PreAP by developing and utilizing an aligned and accelerated pre-AP Math curriculum in 6th & 7th grade classes 6th - 8th grade pre-AP Math & Algebra classes will utilize Springboard math curriculum.</p>		<p>Exec Dir Adv Ac/Postsec District Director Secondary Math District AVID Coordinator Math Instructional Coaches Campus Instructional Leadership</p>	<p>-Growth in numbers of students qualifying for 8th grade Algebra -MAP RIT score demonstrates on target or advanced performance -STAAR/EOC scores meet College Readiness or Advanced for students in PreAP courses -Duke Tip results on ACT</p>				
<p>7th grade students throughout the district will be given an opportunity to join the Duke Tip program which is a talent search of high performing students. This program is monitored on campus by the school counselor and district wide by the Advanced Academics Office.</p> <p>6th - 8th grade pre-AP Math & Algebra I teachers will complete training activities to increase capacity for instruction in accelerated math plan.</p> <p>6th - 8th grade pre-AP Math teachers will co-create assessments to determine student progress toward mastering accelerated learning goals for 8th grade Algebra readiness.</p> <p>Campuses should:</p> <ul style="list-style-type: none"> -Conduct PreAP Math learning walks -Review PreAP Math unit plans -Gather and examine student work based on PreAP Math coursework during PLC time -Examine classroom artifacts to look for demonstration of high levels of engagement, quality responses, peer and teacher feedback -Include PreAP Math assessments in PLC conversations across departments 	<p>Funding Sources: 164 - State Compensatory Education (SCE) - 120000.00</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Participate in the AP online resources that provides an assessment bank of released AP questions, a streamlined AP exam registration and ordering process</p> <p>Campuses should: -Provide technology and support for AP teachers to implement the program. -Participate fully in all training and feedback sessions -Enroll all AP students in the pilot and enroll in common 9-week assessments as well as mock exams. -Conduct learning walks to monitor for engagement and rigor in AP classrooms</p>		Exec Dir Adv Ac/Postsec District AP Coordinator AP Implementation Specialists Campus Leadership team Campus AP Administrator/AP Coordinator	-increased student performance at criteria 3, 4, 5 -Teacher self report/survey report high levels of satisfaction with resources and support from the College Board -Student self report/survey report high levels of engagement and confidence in meeting the rigor of the AP course -Increase in number of AP teachers identified as AP Readers				
		<p>Problem Statements: School Processes & Programs 20 Funding Sources: 164 - State Compensatory Education (SCE) - 10000.00</p>					
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>7) Students with high proficiency in the Spanish language will be given the opportunity to prepare for and challenge the AP Spanish Language exam.</p> <p>Campuses should: Set goal for 60% of students prepared to meet standard by May, 2018 on AP Language exam</p> <p>Host information sessions for parents and students s to learn about opportunities and support mechanisms.</p> <p>-Create a comprehensive enrichment program to help AP Spanish Language challengers learn successful strategies for the AP exam.</p>		Exec Dir Adv Ac/Postsec District World Languages Coordinator District Testing Office District Bilingual Office Campus Instructional Leadership	-Increase in number of students identified for this opportunity by November 2017 -Increased attendance at sessions provided after-school/Saturday for tutorials during school year -AP exam participation and performance data -Attendance at parent/student meeting				
		<p>Problem Statements: School Processes & Programs 22 Funding Sources: 164 - State Compensatory Education (SCE) - 0.00</p>					

<p>8) Increase student awareness of the opportunities available through participation in AP courses.</p> <p>Campuses should: Provide opportunities for parents and students to participate in information sessions, observations, and recruiting events for AP courses.</p> <p>Assure that teachers, counselors and instructional leadership are working to create an open, engaging and supportive culture of high expectations and excellence that reaches out to all students.</p> <p>Use AP Potential data, Navience and Khan Academy to guide conversations about AP choices and to support student engagement and success.</p>		<p>Exec Dir Adv Ac/Postsec Exec Dir Student Support High School and Middle School Leadership Campus Instructional Leadership teams Campus counseling and college advising staff</p>	<p>-Increased student participation & performance in AP exams</p> <p>-Increased student participation in linking College Board and Khan accounts.</p>				
<p>9) SAISD will partner with the National Math & Science Institute at Brackenridge HS to implement an AP support initiative.</p> <p>Brackenridge will: -Send teachers and campus leadership to NMSI training -Host all student tutoring sessions -Conduct classroom walkthroughs to support program improvement.</p>		<p>Exec Dir Adv Ac/Postsec District AP Coordinator AP IS's Campus Leadership</p>					
<p>Problem Statements: School Processes & Programs 19, 20, 21</p>							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 19: The percent of students meeting criteria of earning at 3+ on one or more AP exams is below the state average of 50% (SAISD = 12%). Root Cause 19: 74% of AP teachers have less than 3 years of experience and may be teaching an AP course for which they have not completed the AP Summer Institute training.
Problem Statement 20: The percent of students meeting criteria of earning at 3+ on one or more AP exams is below the state average of 50% (SAISD = 12%). Root Cause 20: Students are not able to earn maximum points on areas where college level writing is required.
Problem Statement 21: Classroom walk throughs, data analysis (Instructional Planning Reports) and teacher feedback suggest a lack of implementation with fidelity of a strong AP curriculum based on College Board Student Learning Outcomes (CB-SLOs) and using effective pedagogy based in strategies to engage and scaffold rigorous learning for all students. Root Cause 21: Principals and teachers need additional training and coaching for effective implementation of the AP program and in using College Board data tools.
Problem Statement 22: Currently,SAISD demonstrates only a small percentage of students at each secondary campus participating in AP Spanish Language. Root Cause 22: Campuses under use the LOTE exam to identify students who can be successful in an accelerated world language placement that will in turn build the AP Spanish Language program.

Problem Statement 24: Less than 30% of students meet criterion on nationally normed assessments such as the TSI, ACT, and PSAT/SAT, and only small numbers of students complete certifications in their chosen endorsement pathways. **Root Cause 24:** To advance levels of student success, schools need a framework (AVID) that supports integrating opportunities for students to learn the strategies and skills that support academic and social/emotional success.

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Performance Objective 7: IB: Implement the full continuum of IB programs in the Jefferson and Burbank feeder patterns with a focus on high rates of participation and performance.

Evaluation Data Source(s) 7: Reinvigoration of Burbank HS DP program based on increase to 50% of students meeting DP criteria

Full authorization of DP at Jefferson HS

Sustaining IB World School status and success at Woodlawn Academy

Full authorization of MYP at Jefferson HS, Burbank HS, Harris MS and Longfellow MS

Successful Candidacy year at Briscoe ES

Successful Exploration year at Huppertz ES

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide community information through a variety of formats (websites, billboards, social media, POS and other advertising & communication methods) for recruiting and program support and growth. Campuses should: -Use artifact for outreach (photos, agendas & sign-ins, brochures, screenshots, etc.) -Participate in recruiting fairs through mini-magnet fairs & other public events to get the word out -Use the district Twitter account -Increase interaction through district website -Maintain campus website with current information about IB program		Asst. Supt for IB Schools District IB Coordinator Executive Director Communications Executive Director Government and Community Relations Campus Leadership teams Campus IB Coordinators	-Increased participation in SAISD IB programs -Increased partnership opportunities for IB campuses				

<p>2) Increase IB participation rates at the two feeder pattern high schools:</p> <p>Recruit and retain cohorts of students who will complete the DP course of study in each feeder pattern high school using a variety of strategies including mini magnet fairs.</p> <p>Target goal: 100 9th grade students in each cohort at each campus</p> <p>Campuses should:</p> <ul style="list-style-type: none"> -Increase enrollment through recruitment in district and community events -Increase follow-up for current DP and pre-DP students through counselors & IB team leaders - Use Student/family feedback/surveys for program improvement -Use DP course certification to encourage & permit additional students to take classes 		<p>District IB Coordinator</p> <p>Campus Instructional Leadership teams</p> <p>IB Implementation Specialists</p>	<p>-Enrollment data demonstrates consistent growth and successful retention</p> <p>-Retention data demonstrates persistence through four years to completion of DP program</p>				
<p>3) Increase DP passing rates to 50% by:</p> <p>Providing training specifically focused on DP best practices and content deepening</p> <p>Providing IB-recognized books, resources, and other materials for use in PYP - MYP - DP classrooms</p> <p>Providing extra-duty pay for teachers to provide tutorials and mock exam experiences</p> <p>Providing sample question banks and released exam materials for practice</p> <p>Collaborative tutoring through coordinated efforts with AVID teachers and tutors</p>		<p>District Coordinator for IB</p> <p>Campus Instructional Leadership team</p> <p>IB Implementation Specialists</p>	<p>Increased growth of student success rates for meeting criteria at and beyond 50% target</p> <p>Higher inter-reliability in predictive activities on the part of DP teachers through professional development and vertical alignment training</p> <p>Increased participation in IB exam prep activities such as Saturday schools</p> <p>Vertical alignment and teacher capacity development between MYP and DP teachers in professional development</p> <p>Student feedback demonstrates high levels of satisfaction with declared intention to persist in programme</p>				

<p>4) Provide IB-recognized professional development for participating schools' teachers and leaders, and district program leadership</p> <p>Complete follow-up and debriefing at campuses for professional development evaluation</p> <p>Increase PD funding for customization of IB training based upon campus need</p>		<p>District Coordinator for IB</p> <p>Campus Instructional Leadership team</p> <p>IB Implementation Specialists</p>	<p>-Classroom walkthroughs demonstrate high fidelity of implementation of Inquiry Learning integrating the IB Learner Profile</p> <p>-Teachers report increased confidence in planning effectively for rigorous and engaging teaching and learning</p> <p>-Student performance on all assessment measures meet highest levels of performance</p>				
<p>5) IB Campuses meet all required components of IB programme implementation.</p> <p>Campuses should:</p> <ul style="list-style-type: none"> -Complete course syllabi, program overviews, outlines, IB campus-specific policies (assessment, language, SPED, and academic honesty) and unit plans according to IB guidelines using a variety of structured meeting times including PLC's. Conduct CWT's and analyze data to examine strengths and weaknesses in IB Standards and Practices -Use PD time to write IB policies and involve teachers in vertical/horizontal planning -Use PD time to identify and explain uses of IB assessment and alignment to curriculum and standards 		<p>District Coordinator for IB</p> <p>Campus Instructional Leadership team</p> <p>IB Implementation Specialists</p>	<p>Campuses achieve full authorization for IB programmes which in turns fosters high levels of student performance on multiple measures</p>				
<p>6) Teams of staff and teachers from IB Candidate schools and from the district support teams attend school and site visits to observe "what works" and to create a network of support for SAISD network schools.</p> <p>-IB IS's provide walk-through forms and specific look-fors during campus visits.</p> <p>-Teachers and administrators reach out during IB official workshops to find mentors and colleagues who share a similar vision for IB.</p>		<p>District Coordinator for IB</p> <p>Campus Instructional Leadership team</p> <p>IB Implementation Specialists</p>	<p>Increased levels of implementation with fidelity of the IB Programme as evidenced by classroom walkthroughs</p> <p>PLCs demonstrate high levels of capacity for supporting adult learning</p>				
<p>7) Provide opportunities for collaboration between SAISD IB schools and feeder patterns to develop shared language and build both leader and teacher capacity for improving instruction and programme implementation.</p>		<p>District Coordinator for IB</p> <p>Campus Instructional Leadership team</p> <p>IB Implementation Specialists</p>	<p>Increased cross campus and content collaboration supports increased success in IB Programme implementation and high levels of student success</p>				



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Performance Objective 8: Advanced Academics-World Language: Implement newly adopted materials and resources to achieve ACTFL goals for teaching proficiency in language acquisition.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>1) Create aligned scope and sequence for Levels 1 - 6 for each world language with student potential entry into AP coursework as the end in mind.</p> <p>We will be able to support the implementation of newly adopted teaching and learning materials with appropriate technology for every world language class from elementary to high school with Chromebooks and headphones.</p> <p>The World Language Coordinator will work with world language teachers to develop innovative methods to create and implement synchronous/asynchronous courses using Schoology/ Google Classroom.</p> <p>Proximity Learning will be a means for live language classes for students when their choice of a foreign language is not currently taught on their campus; such as German, Spanish, Latin along with Chinese and French.</p> <p>Campuses should support: Creation of common assessments to assure language proficiency targets for each year's growth regardless of grade level of learner. -Follow Scope and sequence documents created by the World Languages lead teachers and coordinator for World Languages. -Follow performance and proficiency rubrics created by lead teachers and the the coordinator for World Languages. -Provide time for World Languages teachers to plan scope & sequence, lesson plans, and common formative assessments.</p>		District World Language Coordinator AP World Language IS Campus teacher leaders	-Increased participation and performance in language courses beyond the second year of learning in the target language to include on-line accessibility -Classroom walk-throughs demonstrate a high level of confidence and proficiency in using the newly adopted resources to include Proximity Learning for language course in real time for campuses where we do not have an allocation to serve students in the study of the chosen language.				
<p>2) Students are placed in appropriate level language courses based on results from district World Languages Placement exam.</p> <p>Campuses should: -guarantee opportunities for students to take Spanish LOTE placement test to ensure they have the appropriate oppotunities to progress through a coherent sequence of courses that will culminate in AP courses for college credit.</p>		District World Language Coordinator AP World Language IS District Director for Testing Campus language teachers & counselors	Participation data in world language courses increases. Participation in AP Language course and performance on the test				

3) Students are given the opportunity to engage in a third language after taking the AP courses for the second language.		District World Language Coordinator AP World Language IS District Director for Testing Campus language teachers & counselors	Counselors look at the World Languages pathways available to students to find the best fit for each student.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Performance Objective 8 Problem Statements:

School Processes & Programs
Problem Statement 23: Demands for additional opportunities for language learning have exceeded teaching allocations. Root Cause 23: Growth in K - 8 Academies, International Baccalaureate campuses, and focus on 21st Century Learning require innovative solutions not based on teaching allocations.

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Performance Objective 9: Advanced Academics-AVID: Increase enrollment in AVID College Readiness System (ACRS) K - 12 to support increased performance on STAAR, EOC, MAP, AP/IB and PSAT/SAT/ACT/TSI and TELPAS for underrepresented target populations and to maximize postsecondary options for ALL students.

Evaluation Data Source(s) 9: AVID student performance data on all assessments

AVID student attendance

AVID student behavior (PBIS)

AVID student college admission and scholarship earnings

AVID student retention in post-high school year one postsecondary choices

AVID student college completion within 4 - 6 years of graduation

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) To increase success across all student groups, Whittier will increase enrollment in ACRS for the following sub-pops: -Number of males by 30% -Number of EL students by 30% -Number of 8th grade EL students in Algebra I by 10%		Director for Advanced Academics District Coordinator for College Readiness/AVID AVID AP IS	-Data reported in PEIMS, AVID and SAISD R & E reports demonstrates increased enrollment on part of target groups. -Increased levels of student performance across all sub-pops				
Funding Sources: 164 - State Compensatory Education (SCE) - 160000.00							
2) SAISD will pilot wall-to-wall AVID elective for 6th grade students including AVID/LOTG combined course at Whittier MS		Director for Advanced Academics District AVID Coordinator AVID AP IS	Increased enrollment of males in AVID elective Increase in scores for male AVID students Increase in male AVID Algebra 1 participation, retention and passing rate on EOC				
3) SAISD will pilot AVID EXCEL for ESL/ELL course for EL students grades 6 - 8 to increase EL AVID enrollment by 10% and EL enrollment in advanced courses by 10% at Whittier Middle School		Director for Advanced Academics District AVID Coordinator AVID AP IS	Data reported in PEIMS, AVID and SAISD R & E reports will show: Increased enrollment of EL students in AVID Increase in STAAR scores for EL AVID students Increase in male AVID Algebra 1 participation, retention and passing rate on EOC				

4) Implement AVID Math Summer Bridge at two middle school campuses: Longfellow MS and Harris MS		Director for Advanced Academics District AVID Coordinator AVID AP IS Campus Principals Campus Teachers	Data reported in PEIMS and SAISD R & E reports will show: Increased performance on Math STAAR & EOC assessments for AVID students Increased performance based on course grades				
	Funding Sources: 164 - State Compensatory Education (SCE) - 6000.00						
5) Implement AVID strategies in a school-wide model at all AVID Campuses: Campuses Strategies should include: WICOR Focused note-taking Organizational strategies including using binders & planners AVID elective course at each grade level		Director, Advanced Academics District AVID Coordinator Campus Leadership Team Campus AVID Coordinator Campus Teachers	Implementation of AVID strategies school-wide will: - result in improved student performance across all disciplines on measures including STAAR/EOC, PSAT/SAT, MAP and performance in advanced courses				
	Problem Statements: School Processes & Programs 24 Funding Sources: 164 - State Compensatory Education (SCE) - 153000.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Performance Objective 9 Problem Statements:

School Processes & Programs	
Problem Statement 24: Less than 30% of students meet criterion on nationally normed assessments such as the TSI, ACT, and PSAT/SAT, and only small numbers of students complete certifications in their chosen endorsement pathways. Root Cause 24: To advance levels of student success, schools need a framework (AVID) that supports integrating opportunities for students to learn the strategies and skills that support academic and social/emotional success.	





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Performance Objective 10: Advanced Academics-AVID: Increase AVID student performance to exceed district goals on STAAR and EOC assessments

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide AVID membership for 5 Academics and 20 SAISD secondary campuses, with elementary program to be developed in a small number of elementary schools. Campuses should: -Attend AVID Summer Institute with the campus site team -Provide opportunities for teachers and staff to attend training designed for specialized roles including counselors, AVID elective teachers, content area teacher and administrators.		Director for Advanced Academics District AVID Coordinator AVID AP IS	Data reported in PEIMS, AVID and SAISD R & E reports will show: Increase percent met standard for AVID students to 20% 30% Increase STAAR scores for AVID students in Reading, Social Studies, Math and Science from 10% to 20% Increase AVID students meeting Final Recommended, Advanced, Met Growth and Exceeded Growth from 2% to 5%				
	Problem Statements: School Processes & Programs 25 Funding Sources: 164 - State Compensatory Education (SCE) - 260000.00						
		Director for Advanced Academics AVID Coordinator AVID IS Campus AVID Coordinator	Campus data will show improved performance in course passing rates, EOC and STAAR results, and AP/IB exam performance and dual credit attainment.				
2) AVID campuses will implement Tutorology through all AVID Elective Classes. Campuses should: Recruit and hire college tutors to meet a ratio of 1 tutor for every 7 students in the AVID elective.	Problem Statements: School Processes & Programs 25 Funding Sources: 164 - State Compensatory Education (SCE) - 45000.00						

<p>3) Assure that each AVID Campus has an engaged and active AVID Site team that takes responsibility for leading school-wide AVID implementation.</p> <p>Campuses will:</p> <ul style="list-style-type: none"> -Create an AVID Site team to include various stakeholders representing different content disciplines, campus roles (eg counselors, teachers, admin, parents, tutors). Schedule regular AVID Site Team Meetings Use the AVID Site Team to complete all AVID Center reports Use the AVID Site Team to lead campus in usage of AVID Center resources 		<p>Director, Advanced Academics</p> <p>District AVID Coordinator</p> <p>Campus Principal</p> <p>Campus AVID Coordinator</p>	<p>Site visits and classroom walkthroughs will demonstrate:</p> <ul style="list-style-type: none"> -increased student engagement -high levels of rigor with students meeting high levels of challenge -multiple AVID strategies in use on the part of teachers and students 				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Performance Objective 10 Problem Statements:

School Processes & Programs
<p>Problem Statement 25: Student performance on STAAR and EOC assessments continues to fall below state averages in all core areas. Root Cause 25: Students have not internalized learning strategies (AVID) that support critical reading, proficient writing, and content mastery across all disciplines.</p>

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Performance Objective 11: Advanced Academics-GATE: Students will be assessed in order to determine eligibility for Gifted and Talented Education (GATE) services.

Evaluation Data Source(s) 11: Identification data
Demographic data

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 6 1) The District (at each relevant campus) will universally screen all 1st and 5th grade students using the CogAT. With District support, campuses will: - Communicate universal screening plan to parents - Receive training on administering the CogAT online - Create a testing schedule - Conduct all online assessments		GATE Coordinator GATE Implementation Specialists SAISD Testing Department Campus Testing Coordinators Campus GATE Coordinators	-Test results will demonstrate increased levels of identified students at each elementary campus -Testing rosters will demonstrate campus commitment to identifying underidentified sub-pops -Test usage reports will demonstrate campus capacity to efficiently and effectively administer tests -Testing will result in an increase in percentage of students identified as gifted -Testing results will produce a decrease in underrepresentation -Testing will result in placement of students into appropriately challenging academic opportunities				
Funding Sources: 165 - Gifted & Talented - 0.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>2) The District will assess all referred students and those that score at or above the 90th percentile in one or more areas of the universal screening instrument for potential eligibility for GATE services.</p> <p>With District support, campuses will:</p> <ul style="list-style-type: none">- Advertise the GATE referral window- Offer training for teachers on characteristics of giftedness- Disseminate and collect referral paperwork- Disseminate assessment results- Create and maintain records of assessment- Discuss assessment results with parents		<p>GATE Coordinator GATE Implementation Specialists GATE Identification Committee</p>	<p>-Test results will demonstrate increased levels of identified students at each elementary campus</p> <p>-Testing rosters will demonstrate campus commitment to identifying underidentified sub-pops</p> <p>-Test usage reports will demonstrate campus capacity to efficiently and effectively administer tests</p> <p>-Testing will result in an increase in percentage of students identified as gifted</p> <p>-Testing results will produce a decrease in underrepresentation</p> <p>-Testing will result in placement of students into appropriately challenging academic opportunities</p> <p>-Student profile sheets will demonstrate local norming</p>				
	<p>Funding Sources: 165 - Gifted & Talented - 500.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>3) The District GATE Identification Committee will conduct meetings to review collected data and decide on student eligibility for GATE services.</p> <p>The committee will:</p> <ul style="list-style-type: none">- Collect quantitative and qualitative data- Systematically review collected data and make eligibility decisions- Disseminate results to campuses		<p>GATE Coordinator GATE Implementation Specialists GATE Identification Committee</p>	<p>-Test results will demonstrate increased levels of identified students at each elementary campus</p> <p>-Testing will result in an increase in percentage of students identified as gifted</p> <p>-Testing results will produce a decrease in underrepresentation</p> <p>-Testing will result in placement of students into appropriately challenging academic opportunities</p>				
	<p>Problem Statements: School Processes & Programs 29</p> <p>Funding Sources: 165 - Gifted & Talented - 400.00</p>						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Performance Objective 11 Problem Statements:

School Processes & Programs
<p>Problem Statement 29: Gifted and talented (GATE) students are under-identified in SAISD, especially in certain sub-populations, including students identified as EL, SPED and/or low socio-economic. Root Cause 29: Teachers find it challenging to complete the required 30 hours of GT Foundations training and annual updates. Schools need assistance with creating/maintaining structures for effective student referrals and identification.</p>

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Performance Objective 12: Advanced Academics-GATE: Provide curriculum and instruction for identified gifted students through modifying the depth, complexity, and pacing of the general school program in order to increase student performance at the Advanced level in all tested core curriculum areas by 10% (GATE)

Evaluation Data Source(s) 12: Assessment data





Student conference logs

student goals and reflections

Observation of differentiation

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers responsible for delivering curriculum to gifted learners will receive training on differentiation strategies to serve those students.</p> <p>With District support, Campuses will: - Provide access to opportunities for training in differentiation for gifted learners</p>		GATE Coordinator GATE Implementation Specialists Campus Instructional Leadership Classroom Teachers	-Teacher PD certificates will be collected to document meeting the training requirement -All teachers who serve gifted students in core areas will meet state compliance with respect to PD				
	Funding Sources: 165 - Gifted & Talented - 10000.00						
<p>2) GATE Implementation Specialists will provide assistance in creating differentiated learning experiences as requested by classroom teachers, principals, and campus instructional leadership.</p> <p>Campuses can: - Provide opportunities for teachers and GATE ISs to interact through professional learning opportunities and co-planning - Hold teachers accountable for creating differentiated learning experiences for gifted students</p>		GATE Coordinator GATE Implementation Specialists Campus Instructional Leadership Classroom Teachers	-Co-planning logs will demonstrate collaboration and support between campus teacher & GATE IS's -Observation of co-planning will demonstrate the capacity for coaching on the part of the GATE IS's -Observation of differentiation in the classroom will demonstrate teacher & campus commitment to serving the needs of the gifted -Increased rigor in classroom instruction will result in increased performance at the highest levels of achievement for GATE students				
	Funding Sources: 165 - Gifted & Talented - 9150.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) The GATE pullout classroom will support identified students in developing and honing critical thinking skills that will lead to increased success in performance on all assessments.</p> <p>Campuses can:</p> <ul style="list-style-type: none"> - Support opportunities for gifted students to meet regularly with a GATE IS - Observe instruction in the GATE pullout setting 		GATE Coordinator GATE Implementation Specialists Campus Instructional Leadership Classroom Teachers	-Data will demonstrate increased/maintained highest level of performance on all assessments -Student reflections indicate students feel challenged in the GATE classroom -Parent/Student/Teacher surveys indicate satisfaction with the level of rigor in the GATE classroom				
	<p>Funding Sources: 165 - Gifted & Talented - 4200.00</p>						
<p>4) GATE Implementation Specialists will develop identified students' capacity to take ownership of their achievement data through individual conferencing regarding progress in academics and in the GATE classroom.</p> <p>Campuses can:</p> <ul style="list-style-type: none"> - Collaborate with GATE ISs on individual student data reviews - Offer opportunities for GATE ISs to be involved in class and campus reviews of achievement data 		GATE Coordinator GATE Implementation Specialists	Testing reports demonstrate highest levels of GATE student achievement Student feedback reflects high levels of self efficacy and personal confidence and persistence -Increase in student understanding of achievement data and the accountability process lead to increased success and personal satisfaction -Increased self-awareness of gifted students leads to increased levels of academic engagement & commitment to future planning				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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Performance Objective 13: Increase on-time 4-year graduation rates (gr) and decrease dropout rates (dr)

Evaluation Data Source(s) 13:

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase participation in athletic programs.		Executive Director of Athletics Todd Howey Assistant Athletic Directors and Program Coordinators: Brian Clancy Barbara Wise Jerry Gonzalez Malachi Nellum Courtney Davis Bruce McCrary Mike Perez	5 Measures of Success. The athletic department will monitor student participation based on school enrollment and number of participants every nine-week grading period.				
	Funding Sources: 199 - Local Maintenance - 0.00						

2) Decrease student-athlete failure rates.		Executive Director of Athletics Todd Howey Assistant Athletic Directors and Program Coordinators: Brian Clancy Barbara Wise Jerry Gonzalez Malachi Nellum Courtney Davis Bruce McCrary Mike Perez	5 Measures of Success. The athletic department will monitor student-athlete academic achievement every nine-week grading period and compare data of previous years.				
	Funding Sources: 199 - Local Maintenance - 0.00						
3) 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 year (Campus Dropout / Leaver Teams		Executive Director, Education Initiatives	Students returning to school, student grades, attendance, number of students graduating with cohort.				
	Funding Sources: 199 - Local Maintenance - 0.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 4) Communicate and contribute to developing procedures, non-traditional options and timelines to district wide stakeholders on implementing a dropout credit recovery lab and dropout satellites for students to return and complete their high school diploma and STAAR intervention programs for identified students. Students will be provided supplies, materials, technology and resources to support educational health & wellness. Implement an online learning handbook that includes a guide to best practices in online teaching/learning, documentation of procedures and policies, and courses available through online learning.		Director of Online Learning MS / HS Campus principals At- Risk Teachers Learning Lab Teachers Counselors	Respond to inquiries, online program support, and login/user requests within 24 hours. Provide exemplary support services to all online users. Students core course grades, attendance, behaviors, performance on district and state wide exams and number of students graduating with cohort increase by 10%.				
	Problem Statements: School Processes & Programs 36 Funding Sources: 164 - State Compensatory Education (SCE) - 20000.00						

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>5) Implement the Edgenuity MyPath online intervention program for Reading / Math Intervention, which uses students RTI scores from NWEA tests to specially identify areas of need.</p> <p>Implement the use of Edgenuity Instructional Support which provides supplemental online courses to support student success.</p> <p>Provide educational health & wellness materials, supplies for students, and charts for monitoring online course work progress. It will support the students at campuses: Davis, Harris, Irving, Longfellow, Lowell, Page, Poe, Rhodes, Rogers, Tafolla, Whittier and Japhet academy.</p> <p>Evaluate: Quarterly at-risk student data to determine trends in student attendance, grades, dropouts and students on track to graduate in 4 years.</p> <p>Evaluate: NWEA reports, PEIMS reports, CMR, performance review, student attendance and enrollment numbers.</p>		<p>Director of Online Learning MS / HS Campus principals At- Risk Teachers Learning Lab Teachers Counselors</p>	<p>Increase the passing rate of Middle School Partner students by 10% on state assessments from prior year failures by continuous follow-up and interventions.</p> <p>Increase participation for identified students by 10% in online programs such as credit recovery, credit attainment / acceleration and Middle School Partners program.</p> <p>Educators will have access to real-time data and reports to monitor student's progress and achievement.</p> <p>Students core course grades, attendance, behaviors, performance on district and state wide exams and number of students graduating with cohort will increase by 10%.</p>				
			<p>Problem Statements: School Processes & Programs 36</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 85749.20, 199 - Local Maintenance - 146.29</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>6) Provide resources to the campus to transport students to CafeCollege, college universities, and educational visits as part of the exposure for students who are at-risk and participating in the Middle School Partners program</p>		<p>Director of Online Learning MS / HS Campus principals At- Risk Teachers Learning Lab Teachers Counselors</p>	<p>Students core course grades, attendance, behaviors, performance on district and state wide exams and number of students graduating with cohort increase by 10%.</p> <p>Student Lists Agendas Sign-in sheets</p>				
			<p>Problem Statements: School Processes & Programs 36</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 8636.00</p>				

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>7) Provide professional development to at-risk teachers and leadership regarding successful implementation of online courses, materials, and resources regarding district-wide drop-out prevention, credit recovery/ attainment program, and Middle School Partners.</p> <p>Professional development opportunities will be available to any online learning professional every 9 weeks to work more effectively/efficiently with the online credit course program to yield a high performing learning lab.</p> <p>To include conferences that address current dropout prevention strategies and high yield online strategies, and best practices.</p>		<p>Director of Online Learning MS / HS Campus principals At- Risk Teachers Learning Lab Teachers Counselors</p>	<p>50% of returning users are training by 1st nine weeks, to increase knowledge of program for returning users by 15% each nine weeks. 20% of new users trained by 1st nine weeks, to increase new users knowledge of the program by 15% each nine weeks.</p> <p>Conference program Agendas Campus Visits</p>				
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>8) Coordinate and provide online curriculum courses and updates to support traditional and non-traditional campus learning labs with the use of Edgenuity LMS.</p> <p>Use Dashboard and Manage Enrollments to monitor student progress, set daily/weekly progress goals with student, hold student led conferences, use data walls, and celebrate student success.</p> <p>Utilize online credit attainment courses for students wishing to accelerate.</p> <p>Implementation of high yield instructional strategies to increase student success and online course completion.</p>		<p>Director of Online Learning MS / HS Campus principals At- Risk Teachers Learning Lab Teachers Counselors</p>	<p>Increase participation for identified students by 10% in online programs such as credit recovery, credit attainment / acceleration and Middle School Partners program. (Edgenuity / MyPath LMS product)</p> <p>Increase credit completion by 10% by implementing an online tracking system for collecting student completion data to include non-completers.</p> <p>Students will successfully learn high yield strategies for online courses, develop routines, and note-taking strategies for college/career readiness.</p>				

Problem Statements: School Processes & Programs 36

Funding Sources: 164 - State Compensatory Education (SCE) - 20239.00

Problem Statements: School Processes & Programs 36

Funding Sources: 164 - State Compensatory Education (SCE) - 979756.00

9) Utilize Naviance Learning Style Inventory Strengths Explorer and Personality Assessments for Career Exploration, beginning in Middle School to set career goals and options. Utilize ECHS model and visits to peek interest.	Middle School Counselors High School Counselors Exec. Dir Student Support Services Dir College and Career Readiness Secondary Schools Coordinator Principal	Increase the number of students who are engaged in school and increase attendance rates as well earning a potential certification or college credit. Increase the number of Job Shadow/Internship possibilities.				
	Funding Sources: 211 - ESEA Title I, Part A - Regular - 0.00, 167 - Career and Technology - 0.00					

100%

= Accomplished

➔

= Continue/Modify

0%

= No Progress

✗

= Discontinue

Performance Objective 13 Problem Statements:

School Processes & Programs	
Problem Statement 36: Students are at higher risk of dropping out of school without academic, motivational, and social & emotional support. Root Cause 36: Lack of parental support, poor attendance, lack of motivation, and inefficiencies in academic skills and success	

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 14: Increase performance at the highest level on state assessments (Advanced Level III)

Evaluation Data Source(s) 14:

Summative Evaluation 14:





Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 15: Advanced Academics: Increase SAT/ACT college-ready performance by offering opportunities for students to participate in 7th grade Duke Talent Search (Duke TIP), Khan Academy "All-In," and targeted SAT/ACT tutoring sessions.

Evaluation Data Source(s) 15:

Summative Evaluation 15:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>1) Provide the opportunity for 25 7th graders per campus who are identified as GT or who are high performing and meet qualification criteria to participate in the Duke TIP program.</p> <p>Campuses should: Host parent meetings to share information about the Duke TIP program</p> <p>Hold staff meetings to assure all campus staff understand why and how this effort is important to students and the role they will play</p> <p>Follow the timeline developed by Advanced Academics to prepare students for the assessment</p>		Director for Advanced Academics Coordinator for GATE GATE MS IS Campus GT Coordinators & Counselors	-Participation and performance data from Duke TIP will demonstrate an increase in the number of students who meet one or more recognition criteria -Agendas and sign in sheets from parent pre-testing meetings and post-testing meetings will demonstrate high levels of engagement -Counselor timelines with campus staff and student sign in sheets documenting info meetings and program preparation sessions for students will demonstrate campus commitment to student success in Duke TIP				
	<p>Funding Sources: 164 - State Compensatory Education (SCE) - 40000.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Analyze performance data on previous SAT/ACT exams through PLC's linking to instruction and preparation for upcoming exams</p> <p>Campuses should: Create intervention plans and structures for improving student performance</p>		Director for Advanced Academics District AP Coordinator AVID Coordinator Director for College Readiness Director Student Support Services Campus Instructional Leadership	-Participation & performance data from PSAT, SAT & ACT will demonstrate increased success for 10% or more students -Copies of preparation plans for each grade level by campus will demonstrate campus commitment to student success on these measures				
	<p>Funding Sources: 164 - State Compensatory Education (SCE) - 5000.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Ensure all high school students access KHAN Academy for 24/7 SAT Prep</p> <p>Provide access to Naviance ACT Prep to all high school students</p>		Director for Advanced Academics Director Student Support Services Director College Readiness GATE HS IS	-Student performance results on PSAT/SAT will demonstrate a 10% plus increase -Khan Academy usage will demonstrate student usage at 17 hours plus for at least 50% of students				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 16: Advanced Academics-Dual Credit and College Prep: Increase the percent of graduates who complete their first year of college without remediation

Evaluation Data Source(s) 16:

Summative Evaluation 16:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Office of Advanced Academics-Dual Credit: Assure equity of access to dual credit opportunities across all SAISD secondary campuses through partnerships with Alamo Colleges, UTSA, and UT Austin.</p> <p>Campuses should:' -Integrate dual credit courses into their master schedules. -Provide support in the form of technology, resources and tutoring structures to dual credit students and teachers -Provide information to families and student about dual credit opportunities -Monitor student progress toward achieving credit for college level courses</p>		<p>Director Advanced Academics District Dual Credit Coordinator Campus Leadership, Counselors & staff</p>					

2) Office of Advanced Academics-Dual Credit: -Align MOU's, course agreements, and curriculum in all academic dual credit offerings to district & campus goals -SAISD will work with UTSA to provide Political Science/ Government, and math courses. SAISD will work with UT Austin to provide OnRamps Science, Math and Computer courses. -The district and campuse will provide text books, computers and other resources needed to support Dual Credit programs across the district Campuses should: -Align dual credit offerings with campus mission and vision -Collaborate with partnering IHE's to meet dual credit requirements -Practice stewardship over dual credit text books and resources		Director Advanced Academics District Dual Credit Coordinator Campus Leadership & Counselors					
3) In collaboration with academic core content departments, the Office of Advanced Academics/Dual Credit will collaborate with schools, such as UTSA, Region 20 and partner IHE's to offer the College Prep ELAR and Math courses to offer senior students the opportunity to achieve TSI compliance and to enter college with the ability to take credit bearing college coursework. Campuses should: -Recruit and train teachers for the college prep courses -Integrate the courses into their master schedule -Advise and recruit students who can benefit from the courses		Director for Advanced Academics District Coordinator for Dual Credit District Director for ELAR District Director for Math Campus Leadership, Counselors, & Content Leaders					
Funding Sources: 164 - State Compensatory Education (SCE) - 60000.00							

100%

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= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 17: The district will enhance the Bilingual/ESL services in order to create students who are bilingual, biliterate, and bicultural.

Evaluation Data Source(s) 17:

Summative Evaluation 17:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 1) Conduct and attend professional learning that enhances literacy and biliteracy, the ELPS, EL strategies, Sheltered Instruction in the content area, Certification Pathway, technology and strategic planning; provide professional learning to Bilingual/ESL teachers, General Education teachers (k-12), administrators, district and campus staff, LPAC coordinators and principals	2.4, 2.5, 2.6	Assistant Superintendent, Dual Language director, Bilingual/ESL Coordinators and Instructional Specialists	Improve EL student performance on state assessments: STAAR/EOC TELPAS Short Cycle Assessments MAP Increase the number of ESL-certified and highly qualified teachers in the district Development of biliteracy and sheltered curriculum units				
			Problem Statements: Student Academic Achievement 4 Funding Sources: 263 - ESEA Title III LEP - 369204.00, 199 - Local Maintenance - 5000.00, 163 - State Bilingual - 12000.00				
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Continue to implement the SAISD Bilingual redesigned DL program models and continue with ESL Redesign Committee	2.4, 2.5, 2.6	Assistant Superintendent, Dual Language director, Bilingual/ESL Coordinators and Instructional Specialists	Increase efficacy of program implementation and decrease variability in implementation Increase program dual language model implementation from 13 to 44 campuses Implement content-based ESL program at 17 campuses				
			Problem Statements: Student Academic Achievement 4 Funding Sources: 199 - Local Maintenance - 50000.00, 163 - State Bilingual - 50000.00				

<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Continue to provide services to students, families and campuses through the International Welcome Center</p>	2.4, 2.5, 2.6, 3.1, 3.2	Assistant Superintendent, Dual Language director, ECE department staff, Bilingual/ESL Coordinators and Instructional Specialists, and International Welcome Center staff	Proper identification and placement of newcomer students and students new to SAISD				
<p>Problem Statements: Student Academic Achievement 4</p> <p>Funding Sources: 163 - State Bilingual - 35000.00, 263 - ESEA Title III LEP - 75000.00, 199 - Local Maintenance - 60000.00</p>							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Continue to implement web-based application for LPAC documentation and support</p>	2.4, 2.5, 2.6	Assistant Superintendent, Dual Language director Bilingual/ESL Coordinators and Instructional Specialists, and campus LPAC coordinators	Proper documentation, student program services, accommodations and monitoring as required by state guidelines for LPAC decision-making process				
<p>Problem Statements: Student Academic Achievement 4</p> <p>Funding Sources: 263 - ESEA Title III LEP - 60000.00</p>							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Provide technology, supplies and materials for the instruction of English Learners</p>	2.4, 2.5, 2.6	Assistant Superintendent, Dual Language director, Bilingual/ESL Coordinators and Instructional Specialists	Improve second language acquisition, increase TELPAS scores and passing rate on STAAR/EOC for ELs				
<p>Problem Statements: Student Academic Achievement 4</p> <p>Funding Sources: 263 - ESEA Title III LEP - 50000.00, 163 - State Bilingual - 30000.00</p>							

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 6) Provide supplemental staff (Bilingual/ESL coordinators, Instructional Specialists, Data Specialist, Certified Retired teachers, instructional assistants, and substitute teachers) to support ELs and teachers	2.4, 2.5, 2.6	Assistant Superintendent, Dual Language director, ECE department staff, Bilingual/ESL Coordinators and Instructional Specialists, and International Welcome Center staff	Increase teacher efficacy, effective program model implementation, increased program monitoring, and overall student support				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 263 - ESEA Title III LEP - 0.00, 163 - State Bilingual - 0.00, 199 - Local Maintenance - 0.00						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 7) Provide parent education opportunities at the district and campus level	2.4, 2.5, 2.6, 3.1, 3.2	Assistant Superintendent, Dual Language director, Bilingual/ESL Coordinators and Instructional Specialists	Improved communication with parents and community, increased family engagement, increased knowledge of program services, empower parents with tools to support students				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 199 - Local Maintenance - 10000.00, 163 - State Bilingual - 10000.00, 263 - ESEA Title III LEP - 10000.00						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 8) Offer summer academies/enrichment camps for Bilingual/ESL students in elementary and secondary	2.4, 2.5, 2.6	Assistant Superintendent, Dual Language director, Bilingual/ESL Coordinators and Instructional Specialists	Increase access to summer acceleration programs in Pre-K K, 6th and 7th grade , sheltered SSI programs in 5th and 8th grade, and SSI programs in native language for a more effective transition from one grade level to the next				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 163 - State Bilingual - 200000.00, 263 - ESEA Title III LEP - 40000.00						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 9) Provide Title III services, materials and supplies to private, non-profit schools	2.4, 2.5, 2.6	Senior Coordinator for Bilingual/ESL services, Assistant Superintendent, clerical staff	Increase English Language development, increase IOWA scores				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 263 - ESEA Title III LEP - 10000.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Performance Objective 17 Problem Statements:

Student Academic Achievement
Problem Statement 4: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. Root Cause 4: There is inconsistent differentiation in Tier 1 core instruction and intervention.





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Performance Objective 18: Increase the percent of graduates attending college, 4-year, and Tier-One universities

Evaluation Data Source(s) 18:

Summative Evaluation 18:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>1) The district will utilize a pathway management system to monitor student progress from 8th grade through college where they will build a portfolio in preparation for college admission.</p> <p>Provide ongoing counselor professional development, resources and materials to include HS Credit Audits, New Counselor Mentoring and implementation of guidance systems.</p> <p>Hire P/T retired counselors to assist at all levels along with extra-duties required by clerical staff to support implementation of guidance systems and procedures.</p> <p>Ensure counselors and GO Center staff attend FAFSA updates and establish monthly goals by quartile</p> <p>Implement FAFSA modules through Economics and Government courses at each high school.</p>		<p>Student Support Director</p> <p>Student Support Staff (P/T Professional and full-time clerical staff)</p> <p>Middle and High School Counselors</p> <p>Sr Ex Director Academic Support</p> <p>GO Center Support Teams</p> <p>Government/Economics Teachers</p>	<p>Naviance Reports</p> <p>Individual Academic Advisement Conferences</p> <p>Career interest Inventories</p> <p>Naviance Professional Development for Counselors and Teachers</p> <p>High School Credit Audit Verification Forms</p> <p>Counselor Conferences</p> <p>Naviance Parent usage</p> <p>FAFSA Completion Rates verified by SARs</p> <p>Scholarships submitted and awarded</p> <p>8th grade Student Profile Sheets</p>				
		<p>Problem Statements: School Processes & Programs 27</p> <p>Funding Sources: 211 - ESEA Title I, Part A - Regular - 250000.00, 164 - State Compensatory Education (SCE) - 15000.00</p>					

<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) AVID Program and AVID strategies will be implemented in middle and high school courses to ensure depth and rigor are embedded within the content.</p> <p>Teachers will attend AVID Summer Institute and AVID conferences held during the year.</p> <p>AVID teachers will implement college readiness assessments.</p> <p>AVID tutors will be hired to support academic achievement that leads to post-secondary enrollment.</p> <p>AVID resources will be purchased by and for campuses.</p> <p>AVID students will visit colleges within the city and around Texas.</p>	SLC Triads	AVID Data Monitoring Reports				
	AVID Teachers & Coaches Academic Support Facilitator	AVID National Demonstration Sites AVID student attendance, Pre-AP/ AP course completion, grades, behavior, on-time graduation rates and college enrollment				
<p>Funding Sources: 164 - State Compensatory Education (SCE) - 287000.00</p>						
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>						

Performance Objective 18 Problem Statements:

School Processes & Programs
<p>Problem Statement 27: Less than 10% of students who graduate from SAISD schools complete a post-secondary credential within 6 years of graduation. Root Cause 27: SAISD students are frequently First Generation college goers, and require a high level of support in exploring, preparing and completing college and career exploration, application, financial aid and matriculation processes. College Bound Advisors and college partners need a tool to track progress and completion (Naviance).</p>

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Performance Objective 19: The District will become a District of Innovation that will enable additional flexibility and creativity across the district, so that SAISD can improve student achievement and reach it's five year goals.

Evaluation Data Source(s) 19:

Summative Evaluation 19:

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 20: The Accountability, Research, Evaluation, & Testing department will manage all district-wide assessment programs, provide user-friendly communication and data availability ensuring principals, administrative staff, and campus staff have access to up-to-date information on pertinent education standards, regulations, issues, and trends affecting accountability, assessment, instruction, planning, and compliance.

Evaluation Data Source(s) 20: Internal departmental records.

Summative Evaluation 20:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Ensure District web tools such as iDataPortal, Testing website, District website, Teacher Dashboard, Test Hound, SharePoint, and other systems remain updated and available to administrators who require access. Develop training processes for use of department web-based tools.</p>		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst Educational Systems Analyst Accountability Coordinator	Provide professional development and support for all web-based tools.				
Problem Statements: Student Academic Achievement 10							



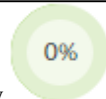

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Ensure all stakeholders have consistent and reliable access to data materials.</p>		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst Educational Systems Analyst Accountability Coordinator	Response to all data requests will be handled in a timely manner. All reports updated or created upon request.				
<p>Problem Statements: Student Academic Achievement 10</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 2000.00</p>							
<p>Critical Success Factors CSF 3</p> <p>3) Ensure key stakeholders consistent access to historical enrollment trend data to include access to: historical and projected enrollment, and feeder campus enrollment contributions.</p>		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst Educational Systems Analyst Accountability Coordinator	Update and maintain projections to reflect annual data on district changes and movements.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Provide support, information, and technical assistance for successful and effective implementation of all state and federal testing requirements.</p>		Executive Director, ARET Director of Testing Asst Dir Testing Testing System Specialist	Organize, implement, verify, collect, and distribute materials for all assessments. Ensure a routine cycle of communication of testing information. Train all campus test coordinators. Maintain and ensure the accuracy of the State Testing Database as well as the test department website.				
<p>Problem Statements: Student Academic Achievement 9</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 39027.00</p>							

Critical Success Factors CSF 1 CSF 2 5) 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. Provide assessment opportunities to increase higher education admissions. Provide instructional readiness for students based on individual student evaluations to better prepare students for the STAAR EOC assessments required for graduation. Provide data for administrators to ensure students are placed in appropriate courses based on their performance on the college readiness assessments, including remediation and acceleration options.		Executive Director, ARET Research Coordinator Executive Program Evaluator Director, Testing Testing Staff	Maintain system for tracking students after graduation. Higher education assessment opportunities.				
	Problem Statements: Student Academic Achievement 9 Funding Sources: 164 - State Compensatory Education (SCE) - 898599.00						
6) Develop, publish, and maintain analysis and evaluation materials combine with 2 - move verbage and money		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst	Provide principals and district staff with key findings to aid in planning and program management.				
	Problem Statements: Student Academic Achievement 10 Funding Sources: 164 - State Compensatory Education (SCE) - 1500.00						
Critical Success Factors CSF 3 CSF 6 7) 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.		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst	Respond to campus and district requests for customized research design and questionnaire development in a timely manner.				
	Problem Statements: Student Academic Achievement 10 Funding Sources: 164 - State Compensatory Education (SCE) - 1750.00						

Critical Success Factors CSF 3 CSF 6 8) Gather and analyze feedback in support of SAISD initiatives.		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst Educational Systems Analyst Accountability Coordinator	Provide support for administrators in understanding key stakeholders views of district initiatives.				
	Problem Statements: Student Academic Achievement 10 Funding Sources: 164 - State Compensatory Education (SCE) - 3147.00						
9) Collaborate with Data Warehouse staff to ensure development of new reporting tools to reflect revised assessment data file formats and standards. Combine with 1 - move money and verbage		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst Educational Systems Analyst Accountability Coordinator Testing Systems Specialist	Ensure State and Federal data and standards are available for all SAISD employees on the iDataPortal, Teacher Dashboard, and Scorecard. Ensure accurate and timely reporting is available and reflects the most up-to-date information on online reporting tools. Ensure PEIMS data tables reflect accurate and timely data submissions.				
	Problem Statements: Student Academic Achievement 10 Funding Sources: 164 - State Compensatory Education (SCE) - 1100.00						
Critical Success Factors CSF 1 CSF 3 CSF 6 10) Provide evaluations of district programs to include: Alternative Certification Programs, State Compensatory Education, and other District programs as needed.		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst	Completed evaluations				

Critical Success Factors CSF 1 CSF 3 CSF 6 11) Provide data to support the evaluation of district and campus grants.		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst Educational Systems Analyst Accountability Coordinator	Completed data requests.				
Critical Success Factors CSF 1 CSF 2 12) Provide test materials and data support to district and campus administrators for the identification and tracking of the language acquisition for ELL students new to the district or new to the ELL program. Provide test materials and data support to district and campus administrators for the identification of gifted and talented students.?????? maybe remove - check with Cindy - GT and Bilingual...		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst Educational Systems Analyst Accountability Coordinator Director of Testing Asst Dir Testing Testing Analyst	Complete all State and Federal testing requirements.				
Critical Success Factors CSF 1 CSF 2 CSF 3 13) Provide data stakeholders to review preliminary and final State and Federal Accountability data.		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst Educational Systems Analyst Accountability Coordinator	Develop tools for preliminary predictions and early intervention as needed.				

Critical Success Factors CSF 1 CSF 3 14) Manage Federal requirements for Priority, Focus, and Reward campuses.		Executive Director, ARET Educational Systems Analyst Accountability Coordinator	Provide and track PSP assignments and contracted hours. Coordinate invoices and payment for PSP hours and mileage. Conduct internal audit of PSP contractor billing. Oversee parental notification requirements for PEG, State & Federal Report Cards, and all web, board and public notifications.				
	Problem Statements: Student Academic Achievement 10 Funding Sources: 211 - ESEA Title I, Part A - Regular - 5000.00						
15) Provide data support for stakeholders to ensure compliance with State and Federal reporting requirements. COMBINE 13 14 15 16		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst Educational Systems Analyst Accountability Coordinator	Provide campus and district administrators with data needed to complete detailed analysis, action plans, and other required State and Federal reports including State Accountability, PBMAS and DVM.				
	Problem Statements: Student Academic Achievement 10 Funding Sources: 287 - ESEA - Consolidated Administrative Fund - 1500.00						
16) Synthesize and present key components of assessments, State/Federal programs, and accountability using the latest appropriate technology.		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst Educational Systems Analyst Accountability Coordinator	Ensure district and campus administrators are informed about assessments and State/Federal program requirements using the most appropriate technology available to share information.				
	Problem Statements: Student Academic Achievement 10 Funding Sources: 164 - State Compensatory Education (SCE) - 2003.00						

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 17) Participate in technology/research-based professional development for improving the learning process during professional development sessions provided by the department.		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst Educational Systems Analyst Accountability Coordinator Director of Testing Asst Dir Testing Testing Analyst	Improve the quality and productivity				
	Problem Statements: Student Academic Achievement 10 Funding Sources: 287 - ESEA - Consolidated Administrative Fund - 2288.00, 164 - State Compensatory Education (SCE) - 2824.00						
Critical Success Factors CSF 1 CSF 2 CSF 3 18) Manage district research requests.		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst	Review, approve, and track requests to conduct research in the district. Provide necessary data as requested.				
Critical Success Factors CSF 2 CSF 3 CSF 6 19) Monitor charter school impact on SAISD.		Executive Director, ARET Research Coordinator Executive Program Evaluator Data Analyst	Submit open records request to TEA regarding in-district students attending charter schools. Provide reports to district and campus administrators. Monitor and track withdrawn students.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Performance Objective 20 Problem Statements:





Student Academic Achievement
Problem Statement 9: The testing department is required to provide testing materials and support to campuses. Root Cause 9: A centralized delivery and management system for testing is required for the district.
Problem Statement 10: The ARET department is required to provide training and support to campuses. Root Cause 10: Ever changing State and Federal compliance requirements must be communicated regularly.

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Performance Objective 21: UVA Turnaround Initiative Partners (Dist. Shepherd, R&E, Office of Academics, School Improvement Dept, UVA Coordinators and UVa/PLE) will provide academic support by ensuring PLCs are being implemented effectively in every grade level with a targeted focus on student achievement.

Evaluation Data Source(s) 21:

Summative Evaluation 21:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Through monthly Lead4ward training sessions, principals and teachers will refine their PLC practices by using PLC protocols and instructional practices.		Joanelda De Leon - District	Effective use of Lead4ward protocols and instructional practices.				
Critical Success Factors CSF 1 CSF 2 CSF 3 2) UVA Turnaround Initiative Partners will attend training to align with UVA in efforts to grow their professional knowledge and skills to maximize impact at the turnaround schools.		Joanelda De Leon - Assistant Superintendent of UVA Schools	Implementation of Turnaround strategies at the UVA campuses,				
Funding Sources: 245 - ESEA Title I, 1003(a) - Priority and Focus - 34500.00							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 22: UVA District Team (District Shepherd and Coordinators) will conduct weekly campus visits to observe classroom instruction using the E3 Collaborative Tool.

Evaluation Data Source(s) 22:

Summative Evaluation 22:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) The District Shepherd will calibrate using the E3 observation tool with the campus administrative team by conducting classroom visits together, checking for COLOSO and then discussing observations and potential feedback to the teacher.		Joanelda De Leon Adriana Perez	100% use of COLOSO by teachers and well written Content, Language and Social Objectives that are evident and aligned to TEKS.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: 287 - ESEA - Consolidated Administrative Fund - 8523.00, 199 - Local Maintenance - 4587.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Performance Objective 22 Problem Statements:

Student Academic Achievement
Problem Statement 1: 74% of SAISD students did not reach Math "meets" standards on state assessment. Root Cause 1: A systematic approach to the cycle of teaching Math TEKS K – 12 does not exist.
Problem Statement 2: 71% of SAISD students did not reach ELAR "meets" standards on state assessment. Root Cause 2: A systematic approach to the cycle of teaching ELA TEKS K – 12 does not exist.
Problem Statement 3: 71% of SAISD students did not reach Science "meets" standards on state assessment. Root Cause 3: A systematic approach to the cycle of teaching Science TEKS K – 12 does not exist.
Problem Statement 4: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. Root Cause 4: There is inconsistent differentiation in Tier 1 core instruction and intervention.

Problem Statement 5: Over the last three years, over 60% of SPED (3-8) students did not meet the STAAR passing standard in all content areas. **Root Cause 5:** There is inconsistent differentiation in Tier I core instruction and intervention.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 23: UVA District Team will provide Champion Schools with Professional Development in developing Nine Week Assessments.

Evaluation Data Source(s) 23:

Summative Evaluation 23:



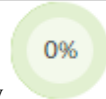

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Tools for Teachers: Kathy Fad and Paula Rogers will teach/train Principals and their data team how to create 9 week assessments using TEKS Resource and other District Resources.		Joanelda De Leon	- Teachers will develop a Teacher Action Plan to differentiate their instruction to support student learning needs per assessment data. -Teacher Leadership Capacity to: - build assessments - backwards plan instruction - understand TEKS DOK - improve daily instruction				
Funding Sources: 245 - ESEA Title I, 1003(a) - Priority and Focus - 26700.00							
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 24: The District UVA Team will develop a partnership with Region XX to provide Content Specialist Support to Champion Schools.

Evaluation Data Source(s) 24:

Summative Evaluation 24:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Content Specialists will provide content (ELAR, Science, Math and Social Studies) support to Champion Schools via PLCs assisting with lesson plan development and Tier I instruction.		Joanelda De Leon	-Increased # of students passing their content as evident on their progress reports and report cards. (Improved Academic Performance) -Increased # of studenents passing their CFA and interim assessments. - Increase Learning Time and effective use of the GRR process.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 25: The Human Resources Department will provide on-going professional development and support/resource opportunities to retain and enhance highly effective staff, to include district leaders, administrators. teachers and employees.

Evaluation Data Source(s) 25:

Summative Evaluation 25:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement a variety of training venues: Principal Summit; Clerical and Substitute Conferences; on-line New Employee Orientation (NEO) modules (Sexual Harassment; FERPA; FLSA, etc.) 2. Implement a variety of employee-centered initiatives: Effective Employee Practices (EEP) and Employee Mediation. 3. Provide excel training for paraprofessionals		Director, Employee Relations Director, Policy & Procedures Director, Compensation Associate Superintendent, HR	- 100% of new employees will complete NEO - 100% of new administrators will attend EEP - Participation and sign-in sheets from training sessions and conferences - Survey feedback				
Funding Sources: 199 - Local Maintenance - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 26: The Human Resources Department will provide on-going professional development and support/resource opportunities to new teacher hires and new teachers as part of on-boarding activities throughout the year.

Evaluation Data Source(s) 26:

Summative Evaluation 26:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 6 CSF 7 1) - Offer up to 76 CE hrs attained through: 24 CE's for Rising Star New Teacher Orientation; 30 CE's for Foundations of Effective Teaching; and 22 CE's for attending Classroom Assistance with Resources and Enhancements (C.A.R.E.) sessions throughout the year. - Collaborate with the Office of Organizational and Professional Learning and the C & I Dept. to provide training and ensure alignment.		Director - Educator Quality Associate Superintendent, HR	- Participation at professional development sessions will increase by 10% from last year - Training Evaluation - Eduphoria Workshop				
Funding Sources: 199 - Local Maintenance - 24900.00							
<div><div><div>100%</div></div><div>→</div><div><div>0%</div></div><div>✗</div><div>= Accomplished</div><div>= Continue/Modify</div><div>= No Progress</div><div>= Discontinue</div></div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 27: SAISD will implement the following employee appraisal systems district-wide: Texas Teacher Evaluation and Support System (T-TESS), Texas Principal Evaluation and Support System (T-PESS), and Instructional Support Effectiveness Performance Evaluation System (ISEPES). The T-TESS rubric provides the framework to define and demonstrate how the domains, dimensions and descriptors support teachers as they implement strategies in ways that address specific student learning needs. T-PESS provides standards which include best practice for principals to be effective leaders and improve student performance, primarily by reframing the central role of the principal as the Instructional Leader of the campus. ISEPES is prescriptive in that it defines common purposes and expectations thereby guiding effective instructional practice.

Evaluation Data Source(s) 27:

Summative Evaluation 27:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) 1 - Training will be provided for Teachers, Principals, Assistant Principals, and district leadership for all three systems.</p> <p>2 - All forms for T-TESS, T-PESS, and ISEPES are uploaded on the on-line management system Eduphoria Employee Appraisal System (EASy) which will allow for recording and reporting Goal Setting, Areas of Reinforcement and Refinement, Walk-throughs, Observations, etc.</p> <p>3 - Teachers, Principals, Assistant Principals, Implementation/GT Specialists will complete a self-assessment which will result in a goal that directly impacts student instruction and determine opportunity for professional development.</p>		Director - Administrative Services Director - Educator Quality Associate Superintendent , HR	- Walk-through data indicates implementation of effective teacher practices which yield high student participation and success in domains which address instruction - Goal setting for teachers, principals, assistant principals and instructional/gifted specialists indicates areas which directly impact student instruction - Student achievement that exceeds the State average and meets or exceeds the National average to ensure student success in college and/or careers.				
Funding Sources: 199 - Local Maintenance - 0.00							
<div><div><div>100%</div></div><div>→</div><div><div>0%</div></div><div>×</div><div>= Accomplished</div><div>= Continue/Modify</div><div>= No Progress</div><div>= Discontinue</div></div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 28: The ECE Department will use the LAP3 Assessment to measure student growth in all seven (7) domains of development - gross motor, fine motor, pre-writing, cognitive, language, self help and personal/social. The assessment will support ongoing progress monitoring of all ECE students and data to guide planning and daily instruction. Reports will be analyzed after each assessment window as required by district, state and federal mandates.

Evaluation Data Source(s) 28:

Summative Evaluation 28:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide teachers with the LAP3 assessment access to be used at BOY, MOY and EOY.		Director ECE Education Team	Actual access to LAP 3 system Reports - Ongoing, BOY, MOY, EOY				
	Funding Sources: 199 - Local Maintenance - 81643.05						
2) Provide teachers with professional development opportunities to pull LAP3 data reports and analyze the information in order to drive instruction, give parents feedback on their children's progress and create goals for future learning.		ECE Director, Coordinators, Education Specialists, Principals and ECE Teachers	Actual reports Sign in sheets/agendas Eduphoria reports Lesson Plans				
	Funding Sources: 199 - Local Maintenance - 56679.40, 205 - Head Start Program - 24963.65						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7 3) Provide teachers with substitute teachers for coverage to conduct and/or participate in home visits, assessments, professional development and parent/teacher conferences.		Principals Education Specialists Teachers Sr. Director & Director Education Coordinator	Supplemental Pay forms Home Visit and Parent/teacher forms Child Plus data for Head Start teachers				
	Funding Sources: 205 - Head Start Program - 0.00, 211 - ESEA Title I, Part A - Regular - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 29: The Human Resources Department maintains 2 programs that provide on-site, direct teacher support. The Peer Support Partnership (PSP): Pathways to Teaching Success program supports new teachers at identified campuses. The Returning Educators Continuing Academic Partnership (RECAP) supports new teachers and identified veteran teachers. These programs will ensure teacher retention and positively impact student performance.

Evaluation Data Source(s) 29:

Summative Evaluation 29:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) - Hire 4 additional Consulting Teachers (CTs) for the 2017-18 school year, for a total of 10 CTs assigned to identified schools</p> <p>- Provide training for the CTs through Education Service Center Region 20 in communication, collaborative partnerships, feedback and reflection, etc.</p> <p>- RECAP: hire approximately 15 experts to provide real-time classroom assistance and support.</p> <p>- Provide district-based training for the RECAP experts from district C & I departments</p>		Director - Educator Quality Associate Superintendent, HR	- Improved teacher retention rates - Improved teacher performance based on CT and Principal feedback - PAR panel feedback and decisions - Principal feedback - Survey data (receiving teachers and Principals)				
Funding Sources: 199 - Local Maintenance - 66000.00							
<div><div><div>100%</div></div><div>→</div><div><div>0%</div></div><div>×</div></div> <div>= Accomplished = Continue/Modify = No Progress = Discontinue</div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 30: The MTSS/SEL Department will create and support a multi-tiered system of support for students PK-8 that will include a framework, processes, and intervention resources.

Evaluation Data Source(s) 30:

Summative Evaluation 30:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Collaboration and calibration with assistant superintendents, ELA, Math, 504/Dyslexia, SpED, PBIS, behavior specialists, and LSSPs/Diagnosticians	2.4	Dawn Kulpa, MTSS/SEL Director	Meeting notes from collaboration/calibration meetings				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8						
2) Creation of district Task Force and Implementation Plan	2.4	Dawn Kulpa, MTSS/SEL Director	Meeting Agendas Products - framework, intervention guidelines, district policy/processes for MTSS				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8						
Critical Success Factors CSF 1 3) Development of district Professional Learning Opportunities (PLO) for all levels of elementary staff on new district MTSS policy, processes, and supports	2.5	Dawn Kulpa, MTSS/SEL Director	Products - Professional Learning Opportunity (PLO) materials				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8						
Critical Success Factors CSF 1 4) Professional Learning Opportunities for MTSS/SEL Department	2.5	Dawn Kulpa, MTSS/SEL Director	Conference agendas				

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 5) MTSS Platform Establish an online platform that supports collaboration, differentiation and intervention planning/monitoring, goal-writing, and a resource library for teachers, in order to move each student along his or her personal learning continuum. Integration of this platform will also ensure compliance with Senate Bill 1153 on intervention reporting.	2.4	Dawn Kulpa, MTSS/SEL Director	Increase in student reading and math state test results				
	Problem Statements: Student Academic Achievement 1, 2, 4, 5 Funding Sources: 164 - State Compensatory Education (SCE) - 216000.00						
Critical Success Factors CSF 1 CSF 2 6) MTSS Intervention For students reading one or more years below grade level; interventions will be provided either through guided reading/invitational groups or small group instruction with either teachers or master teachers utilizing TEKS aligned resources to include web-based platforms for one-to-one intervention adaptive to students' strengths and needs.	2.4	Dawn Kulpa, MTSS/SEL Director	Increase in student reading test results. Increase in the number of students reading on grade level.				
	Problem Statements: Student Academic Achievement 2, 4, 5 Funding Sources: 164 - State Compensatory Education (SCE) - 453000.00						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 7) 7) MTSS Intervention for SEL & Behavior: establish district-wide research and evidence-based interventions in order to increase school culture and instructional opportunity for all students.	2.4, 2.5, 2.6	Dawn Kulpa, MTSS/SEL Director	Increase in student reading test results. Increase in the number of students reading on grade level.				
	Problem Statements: Student Academic Achievement 2, 5 Funding Sources: 164 - State Compensatory Education (SCE) - 10000.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Performance Objective 30 Problem Statements:

Student Academic Achievement
Problem Statement 1: 74% of SAISD students did not reach Math "meets" standards on state assessment. Root Cause 1: A systematic approach to the cycle of teaching Math TEKS K – 12 does not exist.
Problem Statement 2: 71% of SAISD students did not reach ELAR "meets" standards on state assessment. Root Cause 2: A systematic approach to the cycle of teaching ELA TEKS K – 12 does not exist.





Problem Statement 3: 71% of SAISD students did not reach Science "meets" standards on state assessment. Root Cause 3: A systematic approach to the cycle of teaching Science TEKS K – 12 does not exist.
Problem Statement 4: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. Root Cause 4: There is inconsistent differentiation in Tier 1 core instruction and intervention.
Problem Statement 5: Over the last three years, over 60% of SPED (3-8) students did not meet the STAAR passing standard in all content areas. Root Cause 5: There is inconsistent differentiation in Tier I core instruction and intervention.
Problem Statement 6: Over the last three years, performance on Social Studies 8th grade STAAR ranged between 37%-39%. Root Cause 6: A systematic approach to the cycle of teaching Social Studies TEKS K – 12 does not exist.
Problem Statement 7: Over the last three years, performance on ELA EOC decreased from 55% to 50%. Root Cause 7: A systematic approach to the cycle of teaching ELA EOC TEKS 9-12 does not exist
Problem Statement 8: Over the last three years, performance on 4th and 7th grade STAAR Writing has ranged from 49% to 51%. Root Cause 8: A systematic approach to the cycle of teaching ELA Writing TEKS K-12 does not exist

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 31: The MTSS/SEL Department will create and support a multi-tiered system of support for secondary students that will include a framework, processes, and intervention resources.

Evaluation Data Source(s) 31:

Summative Evaluation 31:



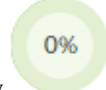

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Collaboration and calibration with assistant superintendents, ELA, Math, 504, SpED, PBIS, behavior specialists, and LSSPs/Diagnosticians		Dawn Kulpa, RTI Coordinator	Meeting notes from collaboration/calibration meetings				
Critical Success Factors CSF 1 2) Creation of District Task Force and Implementation Plan		Dawn Kulpa, RTI Coordinator	Products - framework, intervention guidelines, district policy/processes for RTI				
Critical Success Factors CSF 1 3) Development of district Professional Learning Opportunities (PLO) for all levels of secondary staff on new district RTI policy, processes, and supports		Dawn Kulpa, RTI Coordinator	Products - Professional Learning Opportunity (PLO) materials				
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Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 32: JROTC Department will assist in developing student academic capacity in performances objectives in JROTC and LOTC cadets.

Evaluation Data Source(s) 32:

Summative Evaluation 32:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The JROTC Department will build academic capacity through US Army Cadet Command's JROTC curriculum, which consist of Citizenship in Action; Leadership Theory and Applications; Foundation for Success; Geography, Maps Skills and Environmental Awareness; Citizenship in American History and Government; Wellness and Fitness, and First Ade.		School Instructors Oversight by DAI & CSM	Quarterly Training Briefing which captures data on academic capacity				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 33: The Dept. of Special Education Services: increase the percentage of special education students meeting state reading standards from 39.5% to 45.0%.

Evaluation Data Source(s) 33:

Summative Evaluation 33:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) The special education department will provide on-going professional development and support to special education teachers implementing Really Great Reading, Language! Live, and Lexia.		Campus Administration Department Directors Program Specialists Coordinators Consultant	Sign-In sheets Agendas				
2) Extend the opportunity to use Language! Live to Academies		Campus Administration Department Directors Program Specialists Coordinators	Increased reading score as indicated on CBAs, state assessments, IEP progress reports, report cards				
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 3) The special education department will provide differentiated support to campus service providers through a system of personal coaching and professional development		Campus Administration Department Directors Program Specialists Coordinators On-Campus Instructional staff	Sign -in sheets & agenda Classroom walk-through Progress reports Increase student engagement and classroom success project based learning Decreased failure rates				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 34: Dept. of Special Education Services: increase the percentage of special education students meeting state math standards from 42.3% to 46.0%.

Evaluation Data Source(s) 34:

Summative Evaluation 34:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) The special education department will provide differentiated support to campus service providers through a system of personal coaching and professional development		Campus Administration Department Directors Program Specialists Coordinators On campus instructional staff	Co-teach walk-through document SA Accommodations log Increased math score as indicated on CBAs, state assessments, IEP progress reports, report cards				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 35: Increase mathematics proficiency from 61% to 73% and progress growth measure on STAAR by 10% by ensuring all students receive quality mathematics instruction that develops conceptual understanding, is rigorous and relevant so that it meets to depth and complexity of the TEKS.

- 1. To increase the percentage of special education students meeting state standards from 37% to 46%.
- 2. To increase the percentage of ELL students meeting state standards from 58% to 62%.
- 3. To increase the percentage of African American students meeting state standard from 56 % to 61%.
- 4. To increase the percentage of Hispanic students meeting state standard from 61% to 65%.
- 5. To increase the percentage of Economically Disadvantaged students meeting state standards from 59% to 63%.
- 6. To increase Final Level from ____% to ____% (DP 4-10).
- 7. To Increase Advanced Level from ____% to ____% (DP 4-10).

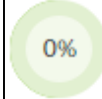


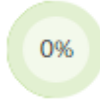

Evaluation Data Source(s) 35: STAAR Math Grades 3-8, Algebra I EOC, PSAT, SAT, ACT, TSI

Summative Evaluation 35:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 3 CSF 6 1) Build and Increase leadership capacity among teacher leaders by providing professional development in the areas of leadership and content deepening to include technology integration for Department Chairs and Academic Lead Teachers.	2.4, 2.5	Director of Mathematics Coordinator of Mathematics Implementation Specialists Department Chairs ACT's	Build and Increase leadership capacity among teacher leaders that support increase of student math performance to_____.				
	Problem Statements: School Processes & Programs 9 Funding Sources: 164 - State Compensatory Education (SCE) - 2000.00						
Comprehensive Support Strategy 2) Deepen content and pedagogical knowledge by providing professional development to teachers, Implementation Specialists and administrators of best practices of research based instructional strategies and data driven decisions.		Director of Mathematics Coordinator of Mathematics Implementation Specialists PD Coordinators	Deepened content and pedagogical knowledge to support increase of math performance.				
	Problem Statements: School Processes & Programs 9 Funding Sources: 164 - State Compensatory Education (SCE) - 139000.00, 211 - ESEA Title I, Part A - Regular - 10000.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7 3) High School Teachers will implement Mathematics Design Collaboration (MDC) framework to help them improve instructional and student learning. Framework designs encourage teacher collaboration and creativity; offers flexibility/lesson strategies for building lessons and become problem solvers. (High School)	2.4, 2.5, 2.6	Director of Mathematics	Presentation modules, individual professional learning plans and goals, planning agendas/sign-in sheets, HSTW (SREB) partnership				
	Problem Statements: School Processes & Programs 9 Funding Sources: 164 - State Compensatory Education (SCE) - 1000.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 4) Provide a comprehensive plan for student support and alignment of instructional curricular resources by developing STAAR and EOC intervention curricular resources and professional development of best data driven instructional practices and strategies.	2.4, 2.5, 2.6	Director of Mathematics Coordinator of Mathematics Implementation Specialists	Comprehensive plan for student support and alignment of instructional curricular resources.				
	Problem Statements: School Processes & Programs 9 Funding Sources: 164 - State Compensatory Education (SCE) - 20000.00						

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 5) Deepen Content and pedagogical knowledge of mathematics, special education and EL teachers who support mathematics, through planning module videos that take teachers through the process of deconstructing the TEKS, writing Language Objectives, Content Objectives and Social Emotional Objectives, writing essential questions and breaking down the unit with the end in mind. (Grades 3-5)	2.4, 2.5, 2.6	Director of Mathematics Coordinator of Mathematics Implementation Specialists	Deepened content and pedagogical knowledge to support increase of math performance to _____ and student progress to _____.				
	Funding Sources: 164 - State Compensatory Education (SCE) - 105000.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 6) Develop and maintain an assessment philosophy which supports differentiation for individual students needs by training and supporting the use of Eduphoria for data collection, analysis and making instructional decisions and providing training around the development of formative, summative, and performance-based assessments used for student growth and feedback	2.4, 2.5, 2.6	Director of Mathematics Coordinator of Mathematics Implementation Specialists Teachers Principals	PLC's reflect data driven best practices to increase math performance to _____ and students earn progress measure on STAAR.				
	Problem Statements: School Processes & Programs 9 Funding Sources: 164 - State Compensatory Education (SCE) - 2000.00						
Critical Success Factors CSF 1 CSF 4 7) Increase mathematical awareness through literacy and writing by providing supplemental mentor texts curricular resources to support literacy and mathematics in grades K-5.	2.4, 2.5, 2.6	Director of Mathematics Coordinator of Mathematics Implementation Specialists Principals	Increase mathematical awareness through literacy and writing. Increase math performance on STAAR, and growth progress measure on STAAR and MAP.				
	Problem Statements: School Processes & Programs 9 Funding Sources: 164 - State Compensatory Education (SCE) - 50000.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 8) Summer School-Provide Summer School resources and professional development for 5th grade SSI, 8th grade SSI and Algebra I.	2.4, 2.5, 2.6	Director of Mathematics Director of Afterschool and Summer Programs	Increase student achievement through quality instruction and resources.				
	Problem Statements: School Processes & Programs 9						

TEA Priorities Build a foundation of reading and math Improve low-performing schools Critical Success Factors CSF 1 CSF 4 CSF 7 9) Support the complexity of student learning, promoting strategies for fluency and application of targeted small group instruction, and intervention designed to complement classroom instruction that responds to learners actions and decisions.	2.4, 2.5, 2.6	Director of Mathematics Implementation Specialists Coaches Teachers Principals	Increase math performance on STAAR, and growth progress measure on STAAR and MAP.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 164 - State Compensatory Education (SCE) - 83000.00						
TEA Priorities Improve low-performing schools Critical Success Factors CSF 1 CSF 4 CSF 7 10) Implement flexible pedagogy to increase rigor in mathematics by providing high quality, standards-aligned instructional resources and professional development promoting conceptual understanding and student-centered cooperative activities.	2.4, 2.6	Director of Mathematics Specialists	Increase math performance on Math STAAR and Algebra 1 EOC.				
	Problem Statements: Perceptions 1 Funding Sources: 164 - State Compensatory Education (SCE) - 20000.00						
<div> = Accomplished = Continue/Modify = No Progress = Discontinue</div>							

Performance Objective 35 Problem Statements:

Student Academic Achievement
Problem Statement 1: 74% of SAISD students did not reach Math "meets" standards on state assessment. Root Cause 1: A systematic approach to the cycle of teaching Math TEKS K – 12 does not exist.
School Processes & Programs
Problem Statement 9: 74% of SAISD students did not reach Math “meets” standards on state assessment. Root Cause 9: A systematic approach to the cycle of teaching Math TEKS K – 12 does not exist.
Perceptions
Problem Statement 1: SAISD: Learning Environment is the domain with the largest gap between bottom-quartile and top-quartile schools. The bottom quartile of schools averaged a 5.0 rating compared to the top quartile of campuses with an 8.3 rating.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 36: SCIENCE: Provide a rigorous and relevant instructional program to increase all student performance from 63% to ____%.

1. To increase the percentage of special education students meeting state standards from 36% to ____%.
2. To increase the percentage of ELL students meeting state standards from 48% to ____%.
3. To increase the percentage of African American students meeting state standard from 60% to ____%.
4. To increase the percentage of Hispanic students meeting state standard from 63% to ____%.
5. To increase the percentage of Economically Disadvantaged students meeting state standards from 61% to ____%.
6. To increase Final Level from ____% to ____% (DP 4-10).
7. To Increase Advanced Level from ____% to ____% (DP 4-10).

Evaluation Data Source(s) 36:

Summative Evaluation 36:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide semester exams in grades 6-12 Science; and provide curriculum-based assessments for UVA campuses 2-9 in all eligible STAAR/EOC grade levels and content.	2.4, 2.5, 2.6	Director of 21st Century Learning; Instructional Facilitator 21st Century Learning; Assessment Coordinator 21st Century Learning; Director Science	Measures of student progress towards meeting grade level standards. Improved skill in all teachers with backwards lesson design.				
Problem Statements: School Processes & Programs 10							
Funding Sources: 211 - ESEA Title I, Part A - Regular - 350000.00							

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) Provide professional development in the areas of leadership, content deepening, book studies, and STAAR/EOC readiness to include technology integration for Academic Coordinating Teachers and Department Chairs		Coordinator, Science; Director, Science; Implementation Specialists Department Chairs	Improved communication with teachers resulting in higher participation in professional development, and increased fidelity with other department strategies				
	Funding Sources: 164 - State Compensatory Education (SCE) - 10000.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 3) Implement flexible pedagogy to increase rigor in science by providing high quality, standards-aligned instructional resources and professional development promoting inquiry based investigations and student-centered cooperative activities.		Coordinator, Science; Director, Science, Implementation Specialists	Students spend instructional time engaged with on grade level standards aligned tasks leading to increased student achievement.				
	Problem Statements: School Processes & Programs 10 Funding Sources: 164 - State Compensatory Education (SCE) - 50000.00, 211 - ESEA Title I, Part A - Regular - 10000.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7 4) Integrate Instructional Technology into science by providing online instructional resources to students in the SAISD digital ecosystem and professional development for science teachers to facilitate the use of interactive online content.		Director, Science, Coordinator, Science, Executive Director, 21st Century Learning, Implementation Specialists	Students and teachers will use engaging, interactive science resources and increase the number of students meeting the grade level standards.				
	Funding Sources: 164 - State Compensatory Education (SCE) - 150000.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 5) Integrate instructional technology into science by providing electronic data collection equipment and graphing software and providing professional development for science teachers to facilitate the use of technology by students to analyze and present scientific results.		District coordinators Implementation Specialists Department Chairs, Implementation Specialists	Student work demonstrates an increase in inquiry activities involving data collection and analysis				
	Funding Sources: 164 - State Compensatory Education (SCE) - 100000.00						

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 6) Implement flexible pedagogy to increase rigor in science by providing professional development on process standards and supporting scientific claims in writing with evidence and reasoning.		Director, Science; Coordinator, Science, Implementation Specialists	Increase in students meeting standards in science and increase in students demonstrating proficiency in writing				
	Funding Sources: 164 - State Compensatory Education (SCE) - 100000.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 7) Ensure relevant curriculum and assessment by providing EOC Biology remediation support that addresses specific standards for retesters		Director, Science; Coordinator, Science, Implementation Specialists	Students spend more time in campus interventions preparing for EOC retakes and the number of students passing retake exams will increase.				
	Funding Sources: 164 - State Compensatory Education (SCE) - 20000.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 8) Provide summer accelerated instruction for students in Biology, and additional summer academic enrichment programs in science.		Director, Science; Director Extended Learning	Increased number of students passing the STAAR Biology EOC exam. Increased MAP Science scores.				
	Funding Sources: 164 - State Compensatory Education (SCE) - 20000.00						
<div><div><div>100%</div></div><div>→</div><div><div>0%</div></div><div>×</div><div>= Accomplished</div><div>= Continue/Modify</div><div>= No Progress</div><div>= Discontinue</div></div>							

Performance Objective 36 Problem Statements:

School Processes & Programs
Problem Statement 10: 71% of SAISD students did not reach Science “meets” standards on state assessment. Root Cause 10: A systematic approach to the cycle of teaching Science TEKS K – 12 does not exist.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 37: Health & Physical Education Department will collaborate with core content departments to integrate Social Emotional Learning (SEL), reading, math and writing strategies into PE/Health curriculum. This includes the implementation of the District School Health Advisory Council (SHAC).

1. To increase professional development focusing on the integration of Core Content in health/physical education from 50% to 80%.
2. To provide additional instructional resources for physical education from 50% to 80%.
3. To increase campus visits from 50% to 80%.

Evaluation Data Source(s) 37: 1. All EPIC professional development will focus on the integration of Core Content in health/physical education, such as: "Balance Literacy in PE", Gradual Release and Responsibility, COLOSO, SPARK, "Go Noodle", CPR/First Aid/AED professional development and during early release days. The focus will be on Balance Literacy, writing, math, and Social Emotional Learning (SEL) in PE/Health.

2. Additional instructional resources were provided, such as SPARK, Bienestar Coordinated School Health, "Draw the Line", "Reducing the Risk", using grant funding. Equipment and SHAC expenses were purchased using local funding.

3. Additional Walk-throughs have been increased.

Summative Evaluation 37:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The district will provide professional development with the focus on Core Content such as: Teaching Balance Literacy with Movement in PE using books like "Jump Frog Jump" , Teaching Math in PE using Digi-walker Math, and Gradual Release of Responsibility (GRR), using SPARK Coordinated School Health Program. Additional professional development will be requested for teachers to attend Texas Association of Health Physical Education Recreation and Dance (TAHPERD) State training.		Senior Coordinator for Health and Physical Education, Roger Rodriguez	Student improvement and success in core subjects.				
	Funding Sources: 199 - Local Maintenance - 15000.00						





2) Grant funding will be sought to help provide instructional resources for Outdoor Adventures Classes, Draw the Line (DTL) and Reducing the Risk (RTR) Teen Pregnancy Programs		Senior Coordinator for Health and Physical Education, Roger Rodriguez; PE Coordinator Raul Salazar; Draw the Line Specialist, Gabriella Martinez.	Student improvement and success in Healthy decisions, and learning lifetime camping, fishing, outdoor survival skills.				
	Funding Sources: 199 - Local Maintenance - 15000.00						
3) Additional school visits and formal walk-through will be scheduled for all K-12 campuses with a focus on Content Objective, Language Objective, Social Objective, (COLOSO), Safety in PE, Instructional Model delivery, use of equipment, evidence of integration of core subjects in PE Class		Senior Coordinator for Health and Physical Education, Roger Rodriguez Physical Education Coordinator, Raul Salazar	PE Teacher instructional improvement and student success in physical education and core subjects				
	Funding Sources: 199 - Local Maintenance - 15000.00						
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 38: For high school students in the GEC setting also receiving special education services, the Special Education Department will increase the participation in Pre AP/AP/IB classes to 10% of the overall special education population.

Evaluation Data Source(s) 38:

Summative Evaluation 38:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Monitoring state and local assessments Using standardized feedback forms to find targeted areas of strength Using teacher feedback to substantiate strengths Monitoring participation systematically		Program Specialist Coordinator Director Monitoring Teacher	Increased enrollment in PreAP/AP/IB				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							





Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 39: Increase the percent of campuses rated high performing (B or higher) under state accountability standards.

Evaluation Data Source(s) 39:

Summative Evaluation 39:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) The district will commit to provide teachers with an instructional framework (GRADUAL RELEASE OF RESPONSIBILITY) that promotes critical and creative thinking by transferring teacher knowledge to student understanding and application.							
Critical Success Factors CSF 1 CSF 7 2) The district will adopt TEKS RESOURCE SYSTEM as the curriculum management system and will provide high-quality, vertically and horizontally aligned K-12 core content curriculum.							
Critical Success Factors CSF 1 CSF 7 3) The district will increase Technology-Enhanced Learning (TEL) by infusing classrooms with digital learning tools and content that increases students' resourcefulness, productivity, and creativity as well as the development of 21st Century thinking and learning skills in the areas of science and social studies.							
Critical Success Factors CSF 1 CSF 7 4) The district will provide professional development to ensure that 100% of teachers are adequately trained on an on-going basis to best utilize technology tools and curricular resources to support TEL.							

Critical Success Factors CSF 1 CSF 7 5) The district will provide professional development aligned to the TEKS Resource System to support a consistent purpose and planning across all grade levels.							
Critical Success Factors CSF 1 CSF 6 6) Continuous follow-up and interventions with Middle School Partners students identified as at risk of dropping out and students withdrawing, provide educational health and wellness materials and supplies for students		Executive Director, Education Initiatives	MSP Students will earn an average of 3.0 high school credits, for a total of 1,096 credits. 70% will pass STAAR Math, and 78% will pass STAAR Reading exams				
Funding Sources: 164 - State Compensatory Education (SCE) - 1300000.00							
Critical Success Factors CSF 1 CSF 4 7) Implement and support Extended Day Program (formerly After School Challenge)		Executive Director, Education Initiatives	71% of Extended Day Program students will pass all of their assigned STAAR exams. 99% of Extended Day Program students will pass all of their core courses.				
Funding Sources: 199 - Local Maintenance - 0.00							
Critical Success Factors CSF 1 CSF 7 8) Eastside Promise Neighborhood: 1. Place a total of 8 full-time on-site instructional staffing positions equally divided between EPN campuses, which provides quality assistance in the core content areas to EPN teachers. There are 5 Instructional Deans and 3 Instructional Coaches/Implementation Specialists. Two coaches that rotates between the five (5) EPN schools and 1 that is station full-time at Sam Houston High School.		Darnell Mc Laurin	90% of kindergarten students enter school prepared to read and succeed. 90% of EPN students successfully transition from Elementary, Middle and High School 90% of EPN students graduate from High School				
Funding Sources: 279 - EPN - Out of Shool Time - 0.00							
Critical Success Factors CSF 1 CSF 7 9) Eastside Promise Neighborhood: Implementation a custom designed STEM curriculum for PK-12. Provide resources and professional development that continues to ensure EPN teachers are updated on the most recent STEM teaching technique		Darnell Mc Laurin	80% improvement in Math and Science for a EPN students from PK-12				
Funding Sources: 279 - EPN - Out of Shool Time - 0.00							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 40: OFFICE OF SCHOOL IMPROVEMENT: Increase the number of schools that meet or exceed state standards.

Evaluation Data Source(s) 40:

Summative Evaluation 40:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy 1) The district will utilize tutors to help support the needs of each campus in efforts to reduce the widest achievement gaps in reading and math. In addition, as teachers attend professional development and are provided job-embedded professional development, they will be allocated substitutes. The district will also provide substitutes during planning days and for extended PLCs, as needed to inform instruction.		Director of School Improvement, campus principals	Decreased number of student failures; decrease in math and reading performance gaps as reported on system safeguard report.				
	Funding Sources: 245 - ESEA Title I, 1003(a) - Priority and Focus - 48612.00						
Comprehensive Support Strategy Targeted Support Strategy 2) Contracted services regarding the Gradual Release of Responsibilities framework, content specialists, balanced literacy, and collaborative learning will be provided to support staff and administrators. Professional development that supports whole school transformation will be provided. Additionally, support in the areas of 21st century learning, specially in digital learning tools and content will be provided to increase human capacity and ultimately increase student achievement for all sub. populations. (such as ESC - 20, Modern Teacher, UVA, Tools for Great Teachers, Lead4ward).		Director of School Improvement, Assistant Superintendent for UVA Schools, campus principals.	Decreased number of student failures; decrease in math and reading performance gaps as reported on system safeguard report; increase student performance on STAAR.				
	Funding Sources: 245 - ESEA Title I, 1003(a) - Priority and Focus - 669800.00						

Comprehensive Support Strategy Targeted Support Strategy 3) Provide campuses with materials and supplies to supplement and enhance classroom learning environments will be purchased to support the TEKS Resource System. Curriculum supplements such as books, technology devices, and other digital media will be purchased to augment Tier 2 and Tier 3 interventions.		Director of School Improvement, campus principals	Decreased number of student failures; decrease in math and reading performance gaps as reported on system safeguard report; increase student performance on STAAR.				
	Funding Sources: 245 - ESEA Title I, 1003(a) - Priority and Focus - 251200.00, 164 - State Compensatory Education (SCE) - 54000.00						
Comprehensive Support Strategy Targeted Support Strategy 4) In and out of state travel will be covered for both campus and district staff in order to attend professional development opportunities in the areas of math and reading. We will also cover travel costs to provide leadership training and turnaround school efforts.		Director of School Improvement, campus principals	Decreased number of student failures; decrease in math and reading performance gaps as reported on system safeguard report; increase student performance on STAAR.				
	Funding Sources: 245 - ESEA Title I, 1003(a) - Priority and Focus - 34545.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div></div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div></div><div>= Discontinue</div></div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 41: Office of Student Support Services: Increase communication with middle and high school course selection process to support student endorsement selection.

Evaluation Data Source(s) 41:

Summative Evaluation 41:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Effectively align course selection process for 8th grade students matriculating to high school and for elementary students matriculating to middle school.		Student Support Services Exec Director Secondary School Coordinator Elementary/Academies Coordinators	Students will enter HS following their expected pathway to support graduation from High School.				
	Students will enter Middle School with a firm grasp on class schedules and familiarity with the campus.						
Funding Sources: 167 - Career and Technology - 0.00, 199 - Local Maintenance - 0.00							
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 42: OFFICE OF ORGANIZATIONAL LEARNING: Provide Implementation Specialists to serve all campuses throughout the district to increase teacher capacity to plan and deliver rigorous lessons.

Evaluation Data Source(s) 42:

Summative Evaluation 42:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) XXXXXX							
2) Itinerant Implementation Specialists will travel to various campuses to provide onsite support in the areas of math, science, social studies, and English language arts through the use of planning, modeling, and coaching.		Director, Organizational Learning Professional Development Coordinators	(1) Provide evidence that staff members participate in job-embedded professional development with the Implementation Specialist; and (2) Provide evidence of ongoing data driven professional development as it connects to curriculum, instruction, assessment, and campus planning; and (3) Monitor, evaluate, and provide documentation of teacher effectiveness in correlation with professional development and its impact on student learning, leadership, and school community.				
Funding Sources: 211 - ESEA Title I, Part A - Regular - 66000.00							
3) The Director for Leadership Development and the Professional Development Coordinators will travel to all campuses to conduct observations and conduct coaching conversations of Implementation Specialists as outlined by the district evaluation instrument to ensure Implementation Specialists are providing appropriate support to teachers.		Director, Organizational Learning Director, Leadership Development Professional Development Coordinators	(1) Provide evidence that Implementation Specialists are engaging staff members in job-embedded professional development; and (2) Provide evidence of ongoing data driven professional development as it connects to curriculum, instruction, assessment, and campus planning; and (3) Monitor, evaluate, and provide documentation of Implementation Specialist effectiveness in correlation with professional development and its impact on student learning, leadership, and school community.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 43: OFFICE OF ORGANIZATIONAL LEARNING: Utilize a comprehensive, systematic process to monitor and evaluate the effectiveness of academic student support programs.

Evaluation Data Source(s) 43:

Summative Evaluation 43:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 1) Lead4ward training and support designed to help teachers, campus leaders, and implementation specialists utilize data to focus the design and implementation of effective lessons to increase student achievement		Assistant Superintendent, Teaching and Organizational Learning	Campuses are using Lead4ward data in Eduphoria and the skills learned during training to make decisions regarding teaching and learning				
		Special Project Coordinators					
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: 164 - State Compensatory Education (SCE) - 186000.00						
2) Provide specialized training in Depth of Knowledge to teachers and leaders with IPSI.		Assistant Superintendents					
	Funding Sources: 164 - State Compensatory Education (SCE) - 50000.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>➔</div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div>✗</div><div>= Discontinue</div></div>							

Performance Objective 43 Problem Statements:

Student Academic Achievement
Problem Statement 1: 74% of SAISD students did not reach Math "meets" standards on state assessment. Root Cause 1: A systematic approach to the cycle of teaching Math TEKS K – 12 does not exist.
Problem Statement 2: 71% of SAISD students did not reach ELAR "meets" standards on state assessment. Root Cause 2: A systematic approach to the cycle of teaching ELA TEKS K – 12 does not exist.

Problem Statement 3: 71% of SAISD students did not reach Science "meets" standards on state assessment. Root Cause 3: A systematic approach to the cycle of teaching Science TEKS K – 12 does not exist.
Problem Statement 4: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. Root Cause 4: There is inconsistent differentiation in Tier 1 core instruction and intervention.
Problem Statement 5: Over the last three years, over 60% of SPED (3-8) students did not meet the STAAR passing standard in all content areas. Root Cause 5: There is inconsistent differentiation in Tier I core instruction and intervention.
Problem Statement 6: Over the last three years, performance on Social Studies 8th grade STAAR ranged between 37%-39%. Root Cause 6: A systematic approach to the cycle of teaching Social Studies TEKS K – 12 does not exist.
Problem Statement 7: Over the last three years, performance on ELA EOC decreased from 55% to 50%. Root Cause 7: A systematic approach to the cycle of teaching ELA EOC TEKS 9-12 does not exist
Problem Statement 8: Over the last three years, performance on 4th and 7th grade STAAR Writing has ranged from 49% to 51%. Root Cause 8: A systematic approach to the cycle of teaching ELA Writing TEKS K-12 does not exist

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 44: LEADERSHIP PROFESSIONAL DEVELOPMENT: Build instructional capacity and effectiveness for all Campus and District Leadership staff - including, Principals, Assistant Principals, Assistant Superintendents of School Leadership and Leadership Coordinators, as well as instructional staff - through targeted training.

Evaluation Data Source(s) 44: Leadership Training Agendas, Conference Agendas, Consultant Contracts, Travel Mileage Logs, PD Agendas

Summative Evaluation 44:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 1) Office of School Leadership Coordinators 6 FTES		Assistant Superintendents of Leadership	Coordinator Logs and Campus Observation documentation				
				Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 287 - ESEA - Consolidated Administrative Fund - 550000.00			
Critical Success Factors CSF 1 CSF 3 2) Office of School Leadership Personnel will attend professional conferences and training to build instructional and leadership capacity at both the district and campus levels. Including: TASA Midwinter, AERA, UCEA, ASCD, TXASCD, TAGT, UVA, AIE, Models School Conference, INNOVATION SCHOOL Visits, High Schools That Work, Solutions Tree, ESC's, TXCEE, among others.		Assistant Superintendents for School Leadership	PD, Conference Agendas, Sign-In sheets, and presentation of acquired knowledge through Principal PLC.				
				Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 199 - Local Maintenance - 20000.00, 287 - ESEA - Consolidated Administrative Fund - 10000.00			
Critical Success Factors CSF 3 3) Office of School Leadership Training Supplies and Materials to include: Book studies, professional development resources (binders, folders, charts, markers,etc),		Assistant Superintendents	Agenda and training objective and activities.				
				Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 199 - Local Maintenance - 100000.00, 287 - ESEA - Consolidated Administrative Fund - 10000.00			

Critical Success Factors CSF 3		Assistant Superintendents	Agenda and training objective and activities.				
4) Office of School Leadership Training Consultants for IPSI, DOK, Content, and Leadership	Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 199 - Local Maintenance - 50000.00, 287 - ESEA - Consolidated Administrative Fund - 10000.00						
Critical Success Factors CSF 3		Assistant Superintendents	Travel Logs				
5) Office of School Leadership In-District Travel reimbursement for Leadership Coordinators	Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 287 - ESEA - Consolidated Administrative Fund - 10000.00, 199 - Local Maintenance - 10000.00						
Critical Success Factors CSF 1 CSF 3 CSF 7		Office of Organizational Learning	(1) Provide evidence that campus and district leadership participate in staff development through the use of sign-in sheets, surveys, and/or reflective feedback; (2) Provide evidence (presentation materials, data analysis, etc.) of scheduled staff development as it relates to specific campus and district needs around current programs and initiatives, such as ASCD's FIt Teaching and GRR, Scholastic's Balanced Literacy Model, Modern Teacher's Instructional Framework, and Lead4ward tiered support.				
6) Provide opportunities for campus and district leadership and instructional staff to obtain training in support of district programs and initiatives, including facility rentals and material purchases, to allow for appropriate monitoring and implementation support.	Funding Sources: 211 - ESEA Title I, Part A - Regular - 612994.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Performance Objective 44 Problem Statements:

Student Academic Achievement
Problem Statement 1: 74% of SAISD students did not reach Math "meets" standards on state assessment. Root Cause 1: A systematic approach to the cycle of teaching Math TEKS K – 12 does not exist.
Problem Statement 2: 71% of SAISD students did not reach ELAR "meets" standards on state assessment. Root Cause 2: A systematic approach to the cycle of teaching ELA TEKS K – 12 does not exist.
Problem Statement 3: 71% of SAISD students did not reach Science "meets" standards on state assessment. Root Cause 3: A systematic approach to the cycle of teaching Science TEKS K – 12 does not exist.
Problem Statement 4: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. Root Cause 4: There is inconsistent differentiation in Tier 1 core instruction and intervention.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 45: Office of Organizational Learning: Increase teacher capacity to plan and deliver rigorous lessons through the use of targeted professional development and increase leader capacity to support and coach teachers in their delivery of rigorous and engaging lessons.

Evaluation Data Source(s) 45:

Summative Evaluation 45:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 7 1) Provide specialized training and resources in Depth of Knowledge to teachers, campus and district leaders, and implementation specialists increase teacher capacity to plan and deliver rigorous lessons.		Director, Organizational Learning Assistant Superintendents	Lessons exhibit high levels of rigor as measured by DOK Level of Complexity through lesson plan reviews, walkthroughs, and observations.				
		Assistant Superintendent, Teaching and Organizational Learning	Lessons exhibit all elements of the district instructional framework as observed through lesson plan reviews, walkthroughs, and observations.				
Problem Statements: School Processes & Programs 37 Funding Sources: 164 - State Compensatory Education (SCE) - 160000.00							
3) Provide specialized training and support around the TEKS Resource System to ensure alignment of district curriculum and state standards and support a consistent purpose and planning across all grade levels.		Director, Organizational Learning	(1) Utilization of the TEKS Resource System as demonstrated through usage reports; (2) Evidence of use of TEKS Resource System during planning meetings; (3) Lessons aligned to the state standards as observed through lesson plan reviews, walkthroughs, and observations.				

4) Continue to provide implementation support, resources, and training around the Gradual Release of Responsibility (GRR) for teachers, campus and district leaders, and implementation specialists to include face-to-face and virtual professional development, instructional rounds/learning walks with ASCD consultants, EPIC Saturdays, professional learning materials, Scholastic, and other research-based strategies.		Director, Organizational Learning Director, Leadership Development	(1) Lessons that demonstrate utilization of the gradual release of responsibility as observed through lesson plan reviews, walkthroughs, and observations; (2) Posting and utilization of the COLOSO by teachers during their instruction, as observed through lesson plan reviews, walkthroughs, and observations				
	Funding Sources: 211 - ESEA Title I, Part A - Regular - 205000.00, 164 - State Compensatory Education (SCE) - 40000.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 5) Provide specialist training and support around implementing a digital library (such as Lightsail) for Priority and Focus campuses, which includes TIF campuses.		Executive Director, 21st Century Learning	Utilization of digital library by teachers and students as observed through lesson plans, walkthroughs, and observations.				
	Funding Sources: 211 - ESEA Title I, Part A - Regular - 205000.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div></div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div></div><div>= Discontinue</div></div>							

Performance Objective 45 Problem Statements:

School Processes & Programs
Problem Statement 37: Office of Teaching and Organizational Learning: Professional Development standards were not established for the previous years. Root Cause 37: The professional development plan did not address the standards linked to TTESS.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 46: Department of Fine Arts: Increase fine arts participation from 75% to 85% in the next 5 years. Increase student success in fine arts and in core content assessments. Increase attendance and graduation through fine arts participation. Provide the necessary facilities, materials, equipment, and classroom support.

Evaluation Data Source(s) 46: Participation data, UIL, VASE, DEAL and district assessments. STAAR results. Attendance & graduation data. 5 Year Plan and Fine Arts Needs Assessment.

Summative Evaluation 46:

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 47: Office of Online Learning

Evaluation Data Source(s) 47:

Summative Evaluation 47:

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 48: Family & Student Support Services: Homelessness, Foster Care and Social Workers will work with students in support of removing social, emotional and community barriers that impede student enrollment, attendance and ultimately school success.

Evaluation Data Source(s) 48:

Summative Evaluation 48:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Critical Success Factors CSF 5 CSF 6 1) One full time master Social Worker will work in each of the seven feeder pattern of schools to provide appropriate social, community and counseling services for students and their families, support the emotional well being of the students, thus increasing their learning readiness. Each social worker will facilitate communication between the school, community, families	2.6	M. Estella Garza Feeder Pattern Social Workers (7)	Campus referrals Students served Service provision				
	Problem Statements: Perceptions 3 Funding Sources: 164 - State Compensatory Education (SCE) - 448826.00						
Critical Success Factors CSF 5 CSF 6 2) One full time social worker will work in support of children in foster care. Such support will include but not limited to: a. Provide case management work to students in the foster care system and their foster parents using community and in-district resources b. Ensure the immediate enrollment of the students c. Work with the various residential facilities housing foster children temporarily. d. Support campus personnel through consultation regarding students and parents e. 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	2.6	M. Estella Garza Foster Care Social Worker	Campus referrals Students served Service provision				
	Problem Statements: Perceptions 3 Funding Sources: 164 - State Compensatory Education (SCE) - 63034.00						
Critical Success Factors CSF 5 CSF 6 3) 2.5 social workers will work to support the federal rights of children in homeless situations and carry out the activities based on the McKinney-Vento grant including: a. Identification of students b. Training and awareness b. Campus visits c. Transportation requests e. Campus student visits and other federal rights and services	2.6	M. Estella Garza McKinney-Vento Social Workers	Program Data Service provision Students identified and serviced				
	Problem Statements: Perceptions 3 Funding Sources: 206 - McKinney-Vento Homeless ED - 149759.00, 211 - ESEA Title I, Part A - Regular - 35356.00						

Critical Success Factors CSF 5 CSF 6	2.6	M. Estella Garza Support Staff	program documentation and reports data management and accountability				
	4) Supervision and program administration for above programming will be supported through a Sr. Coordinator and 3 clerical supports						
Critical Success Factors CSF 5 CSF 6	2.6	M. Estella Garza Support Staff	program documentation and reports data management and accountability				
	5) 2.0 social workers will work with students in foster care and former foster care students from 16 - 25 years of age to ensure graduation, post graduate work, work stipends and employability.						
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							

Performance Objective 48 Problem Statements:

Perceptions
Problem Statement 3: The SAISD families and students need assistance in accessing community resources and supports. Root Cause 3: Lack of knowledge of resources that are available to the parents and students.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 49: Family & Student Support Services: Homelessness, Foster Care, Social Work will work with students in support of removing social, emotional and community barriers that impede student enrollment, attendance and ultimately school success.

Evaluation Data Source(s) 49:





Summative Evaluation 49:

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 50: OFFICE OF ORGANIZATIONAL LEARNING: Build instructional capacity and effectiveness of all campus and district leadership through targeted training focused on district initiatives.

Evaluation Data Source(s) 50:

Summative Evaluation 50:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide specialized training and resources around district initiatives from partners, such as ASCD, Scholastic, Modern Teacher, Lead4ward, ESC-20, etc., to include facility rentals, material purchases, and presenter fees.		Director, Organizational Learning Director, Leadership Development					
2) Office of Organizational Learning leadership staff will attend conferences, such as TASA Mid-Winter, ASCD, etc., and participate in training to support campus and district leadership in their implementation of district initiatives		Director, Organizational Learning Director, Leadership Development					
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 51: Migrant Services: 100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities to 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.

Evaluation Data Source(s) 51:

Summative Evaluation 51:





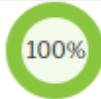

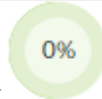

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Provide appropriate placement/programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, online migrant coursework, credit recovery (Nova Net, Plato, FLEX, night school, etc.) summer school, or community resources/services.		District Designee, Ed Spec, Ed Spec Supervisor, ESC Counselor	Increased number of students completing partial credit and/or passing state assessments. Partial Credit Report, Retention Report, Formal/Informal Assessment				
Comprehensive Support Strategy 2) ESC-20 MEP staff and district staff will coordinate to provide resources and tools to promote student academic success.		Ed Spec, Ed Spec Supervisor, Migrant Tutors, Recruiters, ESC Counselors	NGS Supplemental Count Report				
Comprehensive Support Strategy 3) Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow tihe PFS students.		Ed Spec Supervisors, System Specialists, District Designee	Emails to district contacts with PFS Reports				
Comprehensive Support Strategy 4) Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs. Videos, Face to Face interviews.		Ed Spec Supervisor, ESC Counselors	Increase the number of participants at the ESC sessions/contact meetings by 100%. Participant evaluations. Participant feedback. Sign-in sheets.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 52: To raise the percentage of students with Dyslexia meeting state standards by improving and providing sound instruction/intervention aimed at the unique needs of the dyslexic learner and is in accordance with the Dyslexia Handbook 2014.

Evaluation Data Source(s) 52: STAAR, EOC, MAP, Progress Monitoring, CBAs, Grades, Teacher Observation

Summative Evaluation 52:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) To increase student academic success, 100% of identified students with dyslexia grades K-12 who are not reading on grade level based on Lexile scores and/or who have not met standard for two consecutive years on STAAR Reading will be provided reading intervention for the 2018-19 school year.		Sr. Executive Director of SPED Director 504/Dyslexia Coordinator 504/Dyslexia Campus 504/Dyslexia Coordinators Dyslexia Program Specialists/ SPED GEC Teachers	Improved student performance in Reading				
	Problem Statements: Student Academic Achievement 2						
2) For the 2018-19 school year, the 504/Dyslexia Department will provide 100% of the staff implementing dyslexia services adequate and appropriate instructional resources, materials, and books to support instruction and enhance student outcomes.		Sr. Executive Director of Special Education Director 504/Dyslexia Coordinator 504/Dyslexia	Increased student performance in Reading				
	Problem Statements: Student Academic Achievement 2						
Funding Sources: 211 - ESEA Title I, Part A - Regular - 14997.00, 164 - State Compensatory Education (SCE) - 10000.00							
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>							

Performance Objective 52 Problem Statements:








Student Academic Achievement
Problem Statement 2: 71% of SAISD students did not reach ELAR "meets" standards on state assessment. Root Cause 2: A systematic approach to the cycle of teaching ELA TEKS K – 12 does not exist.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 53: To facilitate timely identification of students with dyslexia (10-20% per campus).

Evaluation Data Source(s) 53: Department Referral Logs, Dyslexia Evaluation Reports

Summative Evaluation 53:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Through MTSS and the use of data/universal screeners, the 504/Dyslexia Department will support campuses throughout the 2018-19 school year to increase the number of students being referred for dyslexia testing to determine eligibility for services.		Sr. Executive Director of SPED Director of 504/Dyslexia Coordinator 504/Dyslexia Campus 504/Dyslexia Coordinators	The early identification of students with dyslexia as well as the corresponding early intervention program for these students will have significant implications for their future academic success.				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 199 - Local Maintenance - 128000.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 53 Problem Statements:

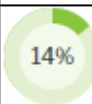
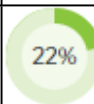




Student Academic Achievement
Problem Statement 5: Over the last three years, over 60% of SPED (3-8) students did not meet the STAAR passing standard in all content areas. Root Cause 5: There is inconsistent differentiation in Tier I core instruction and intervention.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 54: To increase student's reading comprehension and reading fluency rates based on data from universal screeners and progress monitoring, the 504/Dyslexia Department will provide students with supplemental reading materials for the 2018-19 school year.

Evaluation Data Source(s) 54: STAAR, EOC, MAP, Grades, Progress Monitoring

Summative Evaluation 54:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) To increase the total number of students with dyslexia reading on grade level by the end of the 2018-19 school year, the 504/Dyslexia Department will provide supplemental reading materials for classroom libraries as well as take home books/magazines for students.		504/Dyslexia Director 504/Dyslexia Coordinator Executive Director of Special Education	Increase reading comprehension and reading fluency by providing materials for continued reading practice.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - ESEA Title I, Part A - Regular - 10300.00						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>							

Performance Objective 54 Problem Statements:

Student Academic Achievement
Problem Statement 2: 71% of SAISD students did not reach ELAR "meets" standards on state assessment. Root Cause 2: A systematic approach to the cycle of teaching ELA TEKS K – 12 does not exist.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 55: Office of 21st Century Learning: Provide access to instructional tools and resources for teachers and students, effectively aligned to curricular programming and assessment, so as to increase student achievement, engage students in 21st Century skills, provide 24/7 access to digital content and support STEM education; and provide innovative practices through targeted professional development for teachers, librarians and instructional teams.

Evaluation Data Source(s) 55: STAAR/EOC, Semester Exams, MAP, Lexile Scores, Surveys

Summative Evaluation 55:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide assessment item banks, test generator, data analysis system, instructional resources, and printing to support K-12 formative assessment practices and semester exams. (TCMPC, Eduphoria, Lead4ward, STAAR Maker, Performance Matters)		Exec. Director of 21st Century Learning Coordinator of Formative Assessments Instructional Facilitator of Curriculum Management	Increased student achievement and growth and readiness for STAAR/EOC .				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8							
Funding Sources: 164 - State Compensatory Education (SCE) - 251461.00, 199 - Local Maintenance - 0.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Provide a viable curriculum in K-12 core content subjects with embedded unit assessments. (TCMPC). This also includes providing technology for the purpose of small group interventions and core content support. Provide a seamless integration of curricular products through the district's Single Sign-on solution and Academics Website development.</p>	Assistant Superintendent of Teaching & Organizational Learning Exec. Director of 21st Century Learning Core Content Directors Coordinator of Formative Assessments Instructional Facilitator of Curriculum Management	Implementation of grade level standards in all core content subjects on a daily basis.				
	Funding Sources: 164 - State Compensatory Education (SCE) - 0.00					
<p>3) Provide grade level library circulation and management system, collections (print and eBooks), databases, digital multimedia, digital tools and resources to support library media services, including technology and makerspaces. (TexQuest, Follett, Pebble Go, Tumblebooks, Learn 360, Library Junior Guild, EBSCO, Mackin, Scholastics, Movie Licenses, Region 20, and Lightsail). Part-time assistance to support new library book cataloging.</p>	Exec Director of 21st Century Learning Coordinator Library Media Services	Implementation of library management system with increased circulation and use of digital resources.				
	<p>Problem Statements: School Processes & Programs 8</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 923903.00, 199 - Local Maintenance - 319422.00</p>					
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Educational technology professional development aligned to TA:TEKS, core content and district device deployments such as the Technology Enhanced Learning initiative. Support of STEM initiatives to include summer enrichment programs, Verizon Innovative Learning grant, technology teacher conference, and after school Tech Tuesdays.</p>	Executive Director of 21st Century Learning Ed Tech & Design Coordinators	Implementation of a comprehensive technology plan through coordinated professional learning opportunities.				
	Funding Sources: 199 - Local Maintenance - 0.00					
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Textbook Adoptions and Supplemental Resources - providing an inventory system to support instructional resource management and part-time assistance for textbook audits.</p>	Executive Director of 21st Century Learning Coordinator of Textbooks, Blended and Digital Content	Implementation of a viable inventory management system and barcoding to ensure the access, use, and tracking of instructional resources.				
	Funding Sources: 199 - Local Maintenance - 0.00					

<div>Critical Success Factors</div> <div>CSF 1 CSF 2 CSF 7</div> <div>6) STEM Education</div> <div>Provide STEM-based activities to support students in summer programming (CODE FM); STEM Career through Core4STEM (Hispanic Chamber of Commerce); Tapia Summer Camp (Rice University).</div>	<div>Executive Director of 21st Century Learning Ed Tech Coordinators</div>	<div>Student participation in Core4STEM event.</div>				
<div>Funding Sources: 199 - Local Maintenance - 0.00, 164 - State Compensatory Education (SCE) - 0.00</div>						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

Performance Objective 55 Problem Statements:



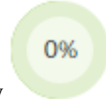

Student Academic Achievement
Problem Statement 1: 74% of SAISD students did not reach Math "meets" standards on state assessment. Root Cause 1: A systematic approach to the cycle of teaching Math TEKS K – 12 does not exist.
Problem Statement 2: 71% of SAISD students did not reach ELAR "meets" standards on state assessment. Root Cause 2: A systematic approach to the cycle of teaching ELA TEKS K – 12 does not exist.
Problem Statement 3: 71% of SAISD students did not reach Science "meets" standards on state assessment. Root Cause 3: A systematic approach to the cycle of teaching Science TEKS K – 12 does not exist.
Problem Statement 4: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. Root Cause 4: There is inconsistent differentiation in Tier 1 core instruction and intervention.
Problem Statement 5: Over the last three years, over 60% of SPED (3-8) students did not meet the STAAR passing standard in all content areas. Root Cause 5: There is inconsistent differentiation in Tier I core instruction and intervention.
Problem Statement 6: Over the last three years, performance on Social Studies 8th grade STAAR ranged between 37%-39%. Root Cause 6: A systematic approach to the cycle of teaching Social Studies TEKS K – 12 does not exist.
Problem Statement 7: Over the last three years, performance on ELA EOC decreased from 55% to 50%. Root Cause 7: A systematic approach to the cycle of teaching ELA EOC TEKS 9-12 does not exist
Problem Statement 8: Over the last three years, performance on 4th and 7th grade STAAR Writing has ranged from 49% to 51%. Root Cause 8: A systematic approach to the cycle of teaching ELA Writing TEKS K-12 does not exist
School Processes & Programs
Problem Statement 8: 71% of SAISD students did not reach ELAR “meets” standards on state assessment. Root Cause 8: A systematic approach to the cycle of teaching ELA TEKS K – 12 does not exist.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 56: Office of Academics: Provide, write, develop, revise and update curriculum documents, instructional , resources, assessments, tools, and other resources to include translation of curriculum and resources.

Evaluation Data Source(s) 56:

Summative Evaluation 56:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hire a PT clerk to support with Instructional materials for professional learning to increase student learning.							
Funding Sources: 211 - ESEA Title I, Part A - Regular - 10000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.





Performance Objective 57: SCHOOL AGE PARENTING: Increase on-time 4-year graduation rates and decrease dropout rates. 100% of PRS students will graduate with their cohort.

Evaluation Data Source(s) 57:

Summative Evaluation 57:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide academic instruction to pre-natal and post-partum students to increase graduation and decrease drop-out rates.	2.6	Director, School Age Parenting Program	Result: Increase student academic readiness to graduate. Continuum of academic instruction during pre-natal and post-partum. Impact: Increased graduation rate.				
		SAPP Teachers (fulltime and part-time)					
Problem Statements: School Processes & Programs 35 Funding Sources: 164 - State Compensatory Education (SCE) - 101508.40							
2) Provide academic instruction in the student's home.	2.6	Director, School Age Parenting Program	Result: Increased graduation rates. Impact: Decreased drop-out rate.				
		SAPP Teachers					
Problem Statements: School Processes & Programs 35 Funding Sources: 164 - State Compensatory Education (SCE) - 1000.00							
3) Provide intensive case management services by conducting frequent home visits to provide support and community resources.	2.6	Director, School Age Parenting Program	Result: Increased graduation rates. Impact: Decreased drop-out rate.				
		SAPP Social Workers					
Problem Statements: School Processes & Programs 35 Funding Sources: 164 - State Compensatory Education (SCE) - 5000.00							

4) Provide the necessary supplies for the student to accomplish milestones for all subjects.	2.6	Director, School Age Parenting Program SAPP Teachers	Result: Increased graduation rates. Impact: Decreased drop-out rate.				
	Problem Statements: School Processes & Programs 35 Funding Sources: 164 - State Compensatory Education (SCE) - 1531.00						

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Performance Objective 57 Problem Statements:

School Processes & Programs
Problem Statement 35: Problem statement: pregnant students; at higher risk of dropping out without academic, social, and childcare support. Root Cause 35: Instability in the home environment, lack of self esteem, need for attention, lack of health education and trauma exposure.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

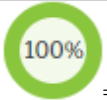

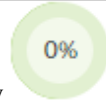

Performance Objective 58: Dual Credit: Partner with IHE's to continue offering rigorous, college level learning opportunities.

Evaluation Data Source(s) 58:

Summative Evaluation 58:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Dual Credit Program Partnership with UT Austin to continue using Chembridge & OnRamps curriculum. Support Chembridge and OnRamps recruiting, resource allocation (computers, printing, college visits)		District Dual Credit Coordinator Campus Principal Campus teachers	Increased numbers of students qualify for college credit				
Problem Statements: School Processes & Programs 26							
2) Dual Credit Partnership with Alamo Colleges to continue offering varied academic dual credit courses Support development of dual credit courses to support Campus plan Support dual credit courses with resource allocation (text books, teacher training, technology)		District Dual Credit Coordinator Campus Principal Campus Counselors Campus teachers	Increased numbers of students qualify for college credit				

3) Continue Dual Credit Partnerships with -UT San Antonio (UTSA) to continue offering varied academic dual credit courses -UT Austin to provide ChemBridge courses & teacher training -UT Austin to provide OnRamps courses & teacher training -Alamo Colleges to provide various academic & CTE dual credit courses Support development of dual credit courses to support Campus plan Support dual credit courses with resource allocation (text books, teacher training, technology, transportation)		District Dual Credit Coordinator Campus Principal Campus Counselors Campus Teachers UTSA Program Coordinator Transportation Coordinator	Increased numbers of students qualify for college credit				
	Problem Statements: School Processes & Programs 26						

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Performance Objective 58 Problem Statements:

School Processes & Programs
Problem Statement 26: Access to opportunities to take Dual Credit/Dual Enrollment courses vary widely across high school campuses. Currently, less than 20% of students who do not attend an Early College High School complete dual credit courses. Root Cause 26: Finding teachers who may qualify to teach dual credit (DC) and/or dual enrollment (DE) courses, coordinating schedules and transportation that allow students to travel to courses offered off-site, and providing support to assure student success in dual credit courses pose challenges to growing the DC/DE program to scale.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 59: Extended Day: Improve student achievement on STAAR Reading from 62.5% to 65% for students grades 3-8 participating in the Extended Day Program.

Evaluation Data Source(s) 59: STAAR Assessment Results

Summative Evaluation 59:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<div>Critical Success Factors</div> <div>CSF 4</div> <div>1) 1. Provide opportunities for students to participate in After School Challenge Program (ASCP) that connects and supports the academic day in the areas of Reading, Math, Science, Social Studies, Technology, STEM, and the Arts.</div> <div>2. Increase student academic performance, including STAAR passing rate, promotion rate, and graduation rate, through enrichment activities and field experiences in the areas of Math, Science and Reading, including reading 20 minutes per day.</div> <div>3. Assist parents and the community by providing a safe and supportive environment for students in need of after-school care through various provider organizations.</div> <div>4. Provide and coordinate accelerated instruction during the summer for students not meeting the passing standard on STAAR for 5th, 8th, and high school students</div> <div>5. Create extended learning summer camps for students in grades K-12, which will provide a continuation of learning over the summer break</div> <div>6. Implement TEA's 21st Century After-school Centers on Education (ACE) grant, which includes a 6-week summer camp.</div>	<div>Director of Extended Day</div> <div>Program Monitors</div> <div>ACE grant</div> <div>Facilitator</div> <div>Extended Day</div> <div>Program Coordinator</div>	<div>Increase of reading scores to 65% passing for students in grades 3-8 as measured by STAAR.</div> <div>90% of students who participate in Extended Day will matriculate to the next grade level.</div> <div>91% of students who participate in Extended Day will earn a 'C' or better in Reading, Math, Science and Social Studies</div>				
	<div>Problem Statements: Student Academic Achievement 11</div> <div>Funding Sources: 199 - Local Maintenance - 314671.00, 211 - ESEA Title I, Part A - Regular - 300000.00, 478 - After School Challenge Program - 1511880.00</div>					

100%

= Accomplished

➔

= Continue/Modify

0%

= No Progress

✖

= Discontinue

Performance Objective 59 Problem Statements:

Student Academic Achievement
Problem Statement 11: Extended Day Program - Only 66% of students in grades 3 through 8 passed that STARR Reading. Root Cause 11: Lack of opportunity for students to read independently.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 60: CURRICULUM & ASSESSMENT

Utilize the TEKS Resource System and SAISD pacing calendars to ensure standards aligned instructional planning and assessment, including TEKS deconstruction for PK-12.

Evaluation Data Source(s) 60:

Summative Evaluation 60:

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 61: FIT TEACHING MODEL

Implement and provide professional development on the FIT Teaching model focused on collaborative planning and the gradual release of responsibility model (GRR) in order to establish relevant, rigorous, and TEKS-based, TX PK Guidelines, and Pre-AP/DC/IB curriculum, instruction, and assessment.

Evaluation Data Source(s) 61:

Summative Evaluation 61:

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 62: CORE CONTENT INSTRUCTIONAL COACHING

Implementation specialists provide instructional support by leading and participating in collaborative planning, facilitating professional development, modeling and observing classroom instruction, and coaching.

Evaluation Data Source(s) 62:

Summative Evaluation 62:

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college

and/or careers.

Performance Objective 63: PROFESSIONAL DEVELOPMENT

Provide professional development in content, coaching, professional learning communities, instructional resources and implementation of the TEKS Resources System or other SAISD-provided curriculum, FIT Teaching Model that is inclusive of the Gradual Release of Responsibility Framework, flexible pedagogy to increases depth and complexity and relevant curriculum and assessment.

Evaluation Data Source(s) 63:

Summative Evaluation 63:

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 64: MASTER TEACHERS

Master teachers provide targeted instruction for identified students and offer opportunities in instructional leadership through collaborative planning, modeling and coaching. Master Teachers also offer extended learning opportunities for identified students that have the greatest gaps in performance.

Evaluation Data Source(s) 64:

Summative Evaluation 64:

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 65: Homebound and Hospital Program for students with disabilities will increase on-time graduation rates and decrease drop-out rates.

Evaluation Data Source(s) 65:

Summative Evaluation 65:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

1) HB teachers provide targeted instruction to students who are confined to a home setting.		Homebound/Hospital Coordinator Jayne Meals	Improvement on graduation rate				
	Problem Statements: Student Academic Achievement 1, 12 Funding Sources: 164 - State Compensatory Education (SCE) - 5000.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>➔</div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div>✖</div><div>= Discontinue</div></div>							

Performance Objective 65 Problem Statements:



Student Academic Achievement
Problem Statement 1: 74% of SAISD students did not reach Math "meets" standards on state assessment. Root Cause 1: A systematic approach to the cycle of teaching Math TEKS K – 12 does not exist.
Problem Statement 12: Students with term or short term disabilities are at risk of falling academically behind when they are confined to the home for medical reasons. Root Cause 12: Continued educational support is required for students needing instruction in a home setting.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 66: State Compensatory Education (SCE) Program: SCE Program will provide services to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase the academic achievement and reduce the dropout rate of these students. The goal of SCE is to reduce any disparity in performance on assessment instruments or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students. The goal of the District is to eliminate the disparity in high school completion rates or achieve 84% completion rate for at-risk students.

Evaluation Data Source(s) 66:

Summative Evaluation 66:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 1) Develop an organized, detailed SCE Program for the District. This encompasses setting timelines, professional development dates, updating/revising procedures, and establishing Point of Contacts (POCs) at each campus. Successful program implementation will provide accurate identification and quality supplemental instruction to at-risk students.		SCE Coordinator	District is up-to-date on SCE requirements. CE Program Timeline Informal Visit Schedule Formal Visit Schedule PowerPoint(s) SCE Program Local Procedures & Description Manual FAQs SharePoint: SCE Program Site www.saisd.net/sce Crystal-generated Reports and Menu items ARMS				
	Funding Sources: 164 - State Compensatory Education (SCE) - 3310.00, 199 - Local Maintenance - 2500.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 2) Coordinate the creation of a District readiness assessment rubric for grades Head Start, PK - 3 and bilingual to identify at-risk students. Relevant, quality instruction may then be provided to this population of students.		SCE Coordinator Associate Superintendent, Office of Academics Executive Director, Accountability, Research, Evaluation & Testing	District is up-to-date on SCE requirements. Readiness Assessment Rubric Checklist Measures of Academic Progress (MAP)				
	Funding Sources: 164 - State Compensatory Education (SCE) - 3310.00, 199 - Local Maintenance - 2500.00						





<div>Comprehensive Support Strategy</div> <div>Critical Success Factors</div> <div>CSF 1 CSF 2 CSF 6 CSF 7</div>		SCE Coordinator Executive Program Evaluator	Crystal-generated Reports ARMS	<div>100%</div>			
	3) Provide quality reports to all campus and District personnel on students identified as at-risk throughout the academic year. Data is monitored and used to drive instruction and campus decisions. <div>Funding Sources: 164 - State Compensatory Education (SCE) - 3310.00, 199 - Local Maintenance - 2500.00</div>						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 67: Student and Academic Support Services will provide framework around Social and Emotional Learning for students to enhance their educational experience around: Self Awareness, Self Management, Social Awareness, Responsible Decision Making to support academic excellence and classroom performance

Evaluation Data Source(s) 67:

Summative Evaluation 67:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Support Counselors with additional assistance in the form of clerical/part time support.		Counselor Principal Elem Coordinator - Student Support Secondary School Coordinator - Student Support	Additional counselor support will allow counselors more time spent with students.				
2) Provide School Social workers at the campus level to be deployed in a support role for counselors, beginning at high need elementary schools.		Exec Dir Student Support Services Secondary School Coordinator Elem School Coordinator	Additional counselor support will allow more time spent with students to support academic excellence of students.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 68: Student Support Services and the Office of Post Secondary Initiatives will recruit and train highly qualified Counselors, Lead high School counselors, middle and elementary school counselors, College Bound Advisers, Financial Aid Advisors and College Access partners to provide support for Awareness, Readiness, Access and Success in completing K - 12 pathways to postsecondary choices, and will provide this staff with access to technological and financial resources to support students' college exploration and aspirations as well as to guide students in responsible decision making.

Evaluation Data Source(s) 68:

Summative Evaluation 68:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide resources through electronic platforms to aid counselors and college advisers in navigating their work with students.		Exec Dir Student Support Services Exec Dir for Postsec Initiatives Dir Postsec Awareness & Access Dir Postsec Success Secondary Counseling Coordinator Elementary Counseling Coordinator	Aid student with access to resources to support digital exploration. Data to track strategy implementation and effectiveness				
	Problem Statements: School Processes & Programs 27						

100%

= Accomplished

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= Continue/Modify

0%

= No Progress

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= Discontinue

Performance Objective 68 Problem Statements:

School Processes & Programs
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Problem Statement 27: Less than 10% of students who graduate from SAISD schools complete a post-secondary credential within 6 years of graduation. **Root Cause 27:** SAISD students are frequently First Generation college goers, and require a high level of support in exploring, preparing and completing college and career exploration, application, financial aid and matriculation processes. College Bound Advisors and college partners need a tool to track progress and completion (Naviance).

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 69: Support postsecondary access and attainment through the work of the College Bound Advisors (CBAs) using the Naviance student tracking system to support and monitor results.

Evaluation Data Source(s) 69: All Class of 2019 students complete 1+ college applications
90% of Class of 2019 students complete the FAFSA application

Summative Evaluation 69:

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 70: OFFICE OF ORGANIZATIONAL LEARNING: To increase student's reading comprehension and reading fluency through the use of stations and math, science, and social studies reading kits. The C&I Department will provide students with supplemental reading materials for the 2018-19 school year.

Evaluation Data Source(s) 70:

Summative Evaluation 70:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teacher Created Materials reading kits support the development of literacy in English Language Arts. The readers are designed to align to math, science, and social studies topics, but are used during station work in the English Language Arts instructional block. This purchase is for campuses which have opted into the Action Research cohort.		C&I Core Directors, C&I Core Coordinators.	Students will have an increase in fluency with reading.				
	Problem Statements: School Processes & Programs 6, 8, 9, 10 Funding Sources: 164 - State Compensatory Education (SCE) - 441446.12						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Performance Objective 70 Problem Statements:





School Processes & Programs	
Problem Statement 6: Over the last three years, performance on Social Studies 8th grade STAAR has ranged between 37% and 39%. Root Cause 6: A systematic approach to the cycle of teaching Social Studies TEKS K – 12 does not exist.	
Problem Statement 8: 71% of SAISD students did not reach ELAR “meets” standards on state assessment. Root Cause 8: A systematic approach to the cycle of teaching ELA TEKS K – 12 does not exist.	
Problem Statement 9: 74% of SAISD students did not reach Math “meets” standards on state assessment. Root Cause 9: A systematic approach to the cycle of teaching Math TEKS K – 12 does not exist.	
Problem Statement 10: 71% of SAISD students did not reach Science “meets” standards on state assessment. Root Cause 10: A systematic approach to the cycle of teaching Science TEKS K – 12 does not exist.	

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 1: UVA District Team will provide support and accountability to Champion Schools to ensure a permanent culture shift of high expectations is seen and felt with students and teachers.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Champion Schools will conduct BOY PBIS parent, teacher and student survey to help monitor effectiveness of PBIS Systems.		Dr. De Leon Adriana Perez Roberto Munoz	EOY Discipline Data will reflect decreases in each Champion School from the previous school year (15-16).				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

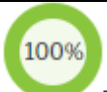



Performance Objective 2: Advanced Academics: The District Advanced Academics Team will create opportunities for all students to participate in experiences designed to engage and challenge them to reach their highest potential.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) 3rd - 12th grade students will have the opportunity to participate in the Spanish Spelling Bee.</p> <p>All High School Campuses will: create and sustain chapters of the Spanish Honor Society, and other language honor societies as opportunities arise.</p> <p>Students will have the opportunity to engage in other language based academic contests including but not limited to AATSP sponsored events.</p>		Director of Advanced Academics District World Language Coordinator Office of Biligual Education Campus Spanish Spelling Bee Leads Campus Language Leads	-Contest registration lists for each campus -District registration list for Regional competition -Membership rosters for each campus for each language honor society -Rosters, agendas and other artifacts documenting activities for each honor society -Other artifacts (photos, press releases, newsletters) documenting district events				
	Funding Sources: 199 - Local Maintenance - 0.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) 2nd - 5th grade students will have the opportunity to participate in the district Academic UIL competition, including awards ceremonies.</p> <p>6th - 8th grade students will have the opportunity to participate in the district, regional, and state Academic UIL competitions, including awards ceremonies.</p> <p>9th - 12th grade students will have the opportunity to participate in district, regional and state UIL competitions.</p>		Director of Advanced Academics & Advanced Academics Team Campus UIL Leads	-Contest registration lists for district events -Contest agenda and schedule of events -Volunteer sign in sheets -Contest registration for students advancing to regional and state contests -Other artifacts (photos, press releases, newsletters) documenting district events				
	Funding Sources: 164 - State Compensatory Education (SCE) - 0.00						

<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) 9th & 10th grade students will have the opportunity to compete in the Octathlon competition.</p> <p>11th & 12th grade students will have the opportunity to compete in the Decathlon competition.</p>		Director of Advanced Academics & the Advanced Academics Team Campus Octathlon Leads Campus Decathlon Leads	-Contest registration lists for district event -Event agenda & schedule -School event participation artifacts (outside of district) -Contest registration for students advancing beyond the district competition				
	Funding Sources: 164 - State Compensatory Education (SCE) - 0.00						
<p>4) 1st - 8th grade students will have the opportunity to participate in a district level Spelling Bee (in English) based on the National Spelling Bee competition.</p>		Director of Advanced Academics & the Advanced Academics Team Director ELAR Campus Spelling Bee Leads	-Contest registration lists for each campus -Campus registration list for City -wide competition -Other artifacts (photos, press releases, newsletters) documenting district events				
	Funding Sources: 199 - Local Maintenance - 0.00						
<p>5) The Office of Advanced Academics will facilitate regular Advanced Placement Leadership PLC's for teachers to develop and maintain a culture of high expectations with a sense of urgency for improvement.</p>		Director Advanced Academics District AP Coordinator District World Languages Coordinator District AVID Coordinator AP Implementation Specialists Campus AP Administrators	Calendar/timeline for meetings with agendas & minutes documenting focus on AP vision, mission and goals Sign in sheets for teacher attendance Improved student performance on AP exams Feedback/survey of participating teachers				
	Funding Sources: 164 - State Compensatory Education (SCE) - 0.00						



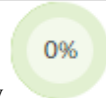

<p>6) The Office of Advanced Academics will facilitate and oversee the creation of aligned syllabi, scope and sequence documents, a calendar of campus and district AP events, and a designated collection of best practices in AP Pedagogy to apply in the 2017 - 2018 school year.</p> <p>AP teachers will participate in regular PLC's hosted by the AP Coordinator and AP Implementation Specialists focused on improving teaching & learning practices, lesson planning and strategies for student success.</p>		Director Advanced Academics District AP Coordinator District World Languages Coordinator District AVID Coordinator District AP Implementation Specialists AP Itinerant Teachers Campus instructional leadership	Observable shift in teaching and learning practices in AP classrooms Observable shift in teacher usage of and focus on College Board student learning outcomes for their particular AP course AP Insight participation & usage data AP formative assessment results demonstrate student growth and progress toward AP exam success AP exam data demonstrating student achievement in meeting criteria (3, 4, or 5)				
Funding Sources: 164 - State Compensatory Education (SCE) - 0.00							
<p>7) The Office of Advanced Academics will facilitate opportunities for AP teachers to collaboratively create formative assessments and systems to track student progress toward mastery of AP Learning Outcomes.</p> <p>AP teachers will work to better understand data analysis leading to deeper understanding of students strengths and weakness to better target interventions that lead to improves student performance on AP exams.</p>		Director Advanced Academics District AP Coordinator District World Languages Coordinator District AVID Coordinator District AP Implementation Specialists AP Itinerant Teachers Campus instructional leadership	Formative assessments that mimic AP exams Calendar/timeline of campus and district tutoring and mock exam events Student growth toward meeting mastery of AP learning outcomes Student growth toward meeting criteria on AP exams (3, 4 or 5) Teacher reflective self evaluations and effectiveness survey				
Funding Sources: 164 - State Compensatory Education (SCE) - 0.00							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 3: Advanced Academics-World Language: Create a shift in culture that values acquisition of multiple languages with an understanding of the role that second or third language acquisition plays in college readiness and becoming a global citizen.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The World Language team will develop and sustain world language programs that begin at 6th grade and allow middle school students to earn high school credit. Campuses should: Assure that students are advised about completing the Bilingual/Biliteracy endorsement.		District Coordinator for World Languages District Director for Student Support Services					
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 4: Advanced Academics-AVID: To increase the numbers of SAISD students arriving, surviving and thriving in a post-secondary choice, campuses will work to build a college going culture supported by the ACRS.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AVID implementation at campuses in collaboration with College Readiness teams will support campus aesthetics that nurture a college going culture. Campuses should: -vividly promote post-secondary choices and college readiness including college posters & flags, College Board posters with Khan Academy, PSAT/SAT/AP information and positive messages, ACT information posters, "fun facts" about college, AVID Anchor charts with reminders about classroom strategies, celebrations of campus student successes,		Director for Advanced Academics District AVID Coordinator AVID AP IS Campus Leadership Team	-Campus site visits demonstrate commitment to creating a college bound culture -AVID CSS report shows evidence of meeting the highest levels of implementation of this aspect of the AVID program -Other artifacts including photos, videos, brochures, screenshots, student work, student reflections, surveys demonstrate the campus commitment to this goal				
	Funding Sources: 164 - State Compensatory Education (SCE) - 60000.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>➔</div><div>= Continue/Modify</div></div> <div><div>0%</div><div>= No Progress</div></div> <div><div>✗</div><div>= Discontinue</div></div>							

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 5: Advanced Academics: The Gifted and Talented Education (GATE) Department will create opportunities for identified gifted students to participate in experiences designed to challenge them to reach their highest potential.

Evaluation Data Source(s) 5: Sign in Sheets

Participant evaluations

Contest participation data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) GATE Implementation Specialists will offer gifted students opportunities to participate in extracurricular activities, such as clubs or contests, that challenge and engage those students in their areas of strength or interest.</p> <p>Campuses can: -support the development and implementation of extra-curricular learning opportunities for gifted students by providing space, resources, and oversight of activities</p>		GATE Coordinator GATE Implementation Specialists	-Club meeting sign in sheets -Contest entries -Calendar/list of potential contests -Gifted students have opportunities to engage in activities that focus on areas of interest -Gifted students have the opportunity to engage in independent learning				
	<p>Funding Sources: 165 - Gifted & Talented - 7000.00</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) GATE Implementation Specialists will offer gifted students opportunities to participate in learning expeditions, such as Explore UT, that challenge and engage those students academically, help to create a sense of community, or set high expectations for the fulfillment of student potential.</p> <p>Campuses can: - Collaborate with GATE ISs to provide gifted students with opportunities to engage in learning expeditions</p>		GATE Coordinator GATE Implementation Specialists	-Student reflections on experiences -GATE Implementation Specialists report -Student engagement in learning -Students create connections between real life and the classroom				
	<p>Funding Sources: 165 - Gifted & Talented - 7000.00</p>						

<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) Gifted students will participate in gifted pullout classrooms through curriculum designed according to gifted pedagogy and best practices for gifted learners that challenges those students to practice high level critical and creative thinking skills.</p> <p>Campuses can:</p> <ul style="list-style-type: none"> - Support opportunities for gifted students to meet regularly with a GATE IS - Observe instruction in the GATE pullout setting 		GATE Coordinator GATE Implementation Specialists	<ul style="list-style-type: none"> -Student reflections -Student progress reports -Student EOY projects -Unit Plans -Increased/maintained highest level of performance on all assessments -Student reflections indicate students feel challenged in the GATE classroom -Parent/Student/Teacher surveys indicate satisfaction with the level of rigor in the GATE classroom 				
	<p>Funding Sources: 165 - Gifted & Talented - 2800.00</p>						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 6: Advanced Academics: The Gifted and Talented Education (GATE) Department will provide professional development aimed at creating a positive learning environment for gifted students by challenging those students to reach their highest potential.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) The Gifted and Talented Education Department will provide professional development and/or information sessions for SAISD teachers and administrators regarding the nature and needs of gifted students.</p> <p>Campuses can:</p> <ul style="list-style-type: none"> - Provide opportunities for teachers and GATE ISs to engage in professional learning opportunities together - Provide opportunities for teachers to engage in professional learning opportunities focused on giftedness and held off campus 		GATE Coordinator GATE Implementation Specialists	-PD sign in sheets -Observation of professional development delivery -PD Handouts -Survey of PD participants -Teachers feel confident in referring student for GATE services -Teachers feel confident in their understanding of gifted students				
	Funding Sources: 165 - Gifted & Talented - 8375.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) The Gifted and Talented Education Department will provide professional development and/or information sessions for SAISD teachers and administrators regarding differentiation strategies for gifted students.</p> <p>Campuses can:</p> <ul style="list-style-type: none"> - Provide opportunities for teachers and GATE ISs to engage in professional learning opportunities together - Provide opportunities for teachers to engage in professional learning opportunities focused on differentiation for gifted students and held off campus 		GATE Coordinator GATE Implementation Specialists	-PD sign in sheets -Observation of professional development delivery -PD Handouts -Observation of differentiation strategies being used in the classroom -Survey of PD participants -Increased teacher understanding of differentiation as it applies to gifted learners - Increased teacher confidence in implementing specific differentiation strategies				
	Funding Sources: 165 - Gifted & Talented - 12500.00						

<div>Critical Success Factors</div> <div>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</div> <div>3) The Gifted and Talented Education Department will coordinate meetings of all GATE Campus Coordinators in order to provide information on policy and procedures regarding the identification of and provision of services to gifted students.</div> <div>Campuses can: - Provide opportunities for GATE campus coordinators to engage in professional learning regarding the gifted referral process and the gifted service model - Support, encourage, and monitor the GATE campus coordinator in fulfilling the duties of the role</div>		<div>GATE Coordinator</div> <div>GATE ISs</div>	<div>-Meeting agendas</div> <div>-Meeting minutes</div> <div>-GATE Campus Coordinators feel confident in their understanding of the role</div> <div>-GATE Campus Coordinators feel confident in their understanding of the referral and testing process</div>				
	<div>Funding Sources: 165 - Gifted & Talented - 800.00</div>						
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Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 7: The ECE Department will support the implementation of Conscious Discipline strategies to promote positive and nurturing classroom environments.

Evaluation Data Source(s) 7: Fewer behavior referrals, no student expulsions, delay of instruction.





Summative Evaluation 7:

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 8: JROTC Department will assist in developing student character, self confidence, leadership and community service in JROTC and LOTC cadets.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The JROTC Department will a positive infectious culture through US Army Cadet Command's JROTC curriculum, which consist of Citizenship in Action; Leadership Theory and Applications; Foundation for Success; Geography, Maps Skills and Environmental Awareness; Citizenship in American History and Government; Wellness and Fitness, and First Ade		School Instructors DAI and CSM will provide oversight	Reduce discipline refers Cadets evolved in extra curricular activities Cadets become servant leaders Cadets perform > 50 community service hours				
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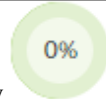

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 9: The Office of Attendance Accountability-continue to decrease the District's Drop Out Rate and reach the Five Year Goal of <10%.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide students and parents with intervention strategies to improve attendance (a high at-risk indicator of dropouts).		Director Attendance Accountability Irma M. Hess Lead Student Engagement Facilitator Student Engagement Facilitators	Student Engagement Facilitator logs along with data from PEIMS, I-Data Portal, Crystal Reports, and Monthly Reports.				
	Funding Sources: 164 - State Compensatory Education (SCE) - 1300000.00						
2) Provide students and parents notification of unexcused absences through electronic medium and coordinate with Municipal Court to support student attendance.		Director Attendance Accountability Irma M. Hess Lead Student Engagement Facilitator	Attendance Reports, SAMS Reports, PEIMS, I-Data Portal, and Crystal Reports on daily student attendance.				
	Funding Sources: 164 - State Compensatory Education (SCE) - 1300000.00						

3) Provide opportunities for students and parents to promote daily school attendance through electronic monitoring system and adult mentoring program (AIM).		Director Attendance Accountability	Attendance Reports, AIM Reports, PEIMS, I-Data Portal and Crystal Reports on a daily student attendance.				
		Irma M. Hess Lead Student Engagement Facilitator					
Funding Sources: 164 - State Compensatory Education (SCE) - 1300000.00							
4) Provide campuses the opportunity to connect with students and parent to decrease drop outs and increase student graduation prior to the first day of school.		Director Attendance Accountability	Student Engagement Facilitators" logs, data from PEIMS and Crystal Reports.				
		Irma M. Hess Lead Student Engagement Facilitator					
		Student Engagement Facilitator					
Funding Sources: 199 - Local Maintenance - 6000.00							
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Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 10: Office of Attendance Accountability- continue to increase the District's Graduation Rate and reach the Five Year Goal of 90%.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Student Engagement Facilitators will continue to meet with students and parents to identify factors that contribute to truancy. Completed Individual Attendance Plans will help form a Partnership in Education with our families where barriers impeding regular student attendance can be remedied.		Gary Pollock Director of Attendance Accountability Irma Hess Lead Student Engagement Facilitator	Increase for Graduation Rates				
2) Train campus staff on Leaver Procedures and Policies which support and enhance the district's mission to graduate all students.		Gary Pollock Director Attendance Accountability Irma M. Hess Lead Student Engagement Facilitator	PEIMS, I-Data Portal, Crystal Reports, Monthly Reports				
Funding Sources: 164 - State Compensatory Education (SCE) - 1300000.00							
3) Complete Exit Interviews on each student leaving an SAISD campus to ensure students receive counseling in education resources and options.		Campus Administration	Campus withdrawals, exit interviews, PEIMS data entry				



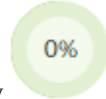

4) To continue dropout recovery throughout the school start window and throughout the year to ensure all students are directed back to school prior to the beginning of the school year.		Director Attendance Accountability	Monthly Attendance and Leaver Reports and Enrollment Records				
		Irma M. Hess Lead Student Engagement Facilitator					
		Student Engagement Facilitators					
Funding Sources: 164 - State Compensatory Education (SCE) - 1300000.00							
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Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 11: The Human Resources Department will ensure that staffing decisions are based on campus needs and that special programs and campuses are supported to meet their goals and objectives. Employee training and professional development will always be child-centered in theme and theory. Additionally, training through the Department of Employee Benefits and Risk Management will stress safety and security for all students and employees.

Evaluation Data Source(s) 11:

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) - Allocation meetings and district planning meetings - On-line New Employee Orientation - Continuing education opportunities for teachers, Instructional Assistants and Substitutes through a variety of venues and offerings		Associate Superintendent, HR Directors	100% of new employees complete on-line training 100% staffing at all campuses by the first day of school Professional Development Agendas and Eduphoria Workshop sign-ins Training Evaluations				
Funding Sources: 199 - Local Maintenance - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 12: Facilities Services - Planning and Construction:

1. Closeout Bond 2010 and other special projects.
2. Initiate planning for Bond 2016 and TRE (Tax Ratification Election) related projects.
3. Continue to implement consolidation of District's Administrative Facilities.
4. Support District initiatives associated with school boundary , grade, and program changes.

Evaluation Data Source(s) 12:

Summative Evaluation 12:

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 13: Facilities Services - Operations Department:

1. Implement custodial maintenance schedule.
2. Implement grounds maintenance schedule.
3. Implement integrated pest control maintenance schedule.
4. Implement waste management and recycling schedule.

Evaluation Data Source(s) 13:

Summative Evaluation 13:

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 14: Facilities Services - Maintenance Department:

1. Implement preventive and repair maintenance schedule.
2. Implement capital replacement projects and building renovations initiatives.

Evaluation Data Source(s) 14:

Summative Evaluation 14:

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning

environments for all.

Performance Objective 15: Student-athletes will assist teachers and campus administrators in creating positive learning environments by modeling exceptional behavior and leadership.

Evaluation Data Source(s) 15:

Summative Evaluation 15:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Decrease the amount of discipline referrals received by student-athletes		Executive Director of Athletics Todd Howey Assistant Athletic Directors and Program Coordinators: Brian Clancy Barbara Wise Jerry Gonzalez Malachi Nellum Courtney Davis Bruce McCrary Mike Perez	5 Measures of Success. The athletic department will monitor student-athlete behavioral referrals every nine-week grading period.				
	Funding Sources: 199 - Local Maintenance - 0.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>➔</div><div>= Continue/Modify</div></div> <div><div>0%</div><div>= No Progress</div></div> <div><div>✗</div><div>= Discontinue</div></div>							

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 16: Transportation Department
Maximize student safety through a reduction of at-fault school bus accidents

Evaluation Data Source(s) 16:

Summative Evaluation 16:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Training - Classroom and behind-the-wheel training for all drivers. Post accident debrief and retraining for drivers involved in at-fault accidents.		Trainer/Supervisor Training Staff Admin	A sustained reduction in at-fault school bus accidents Goal - Year 2 reduction = 10% reduction from base year (2015, 51 at fault accidents school bus accidents)				
Funding Sources: 162 - Transportation - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 17: Transportation Department

Increase student safety through a reduction in student/driver interactions during transportation.

Evaluation Data Source(s) 17:

Summative Evaluation 17:



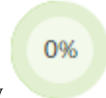

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Driver Training - Continuing training in student behavior. Collaboration with schools for student rider training. Timely filing of incident reports and bus video for review by schools		Trainer/Supervisor	Reduction in Transportation incidents reported by bus staff. Goal - Year 2 reduction = 10% fewer behavior incident reports from base year (2015, 1068 incident reports)				
2) 'B' Bus Routes - Secondary routes run as an alternative to discipline for bus infractions. Included in this initiative is bus rider training.		Transportation Administrators, Supervisors, School staff	Driver feedback, reduction in reported incidents				
Funding Sources: 162 - Transportation - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 18: The Department of Special Education Services will support a positive school climate by supporting the implementation of PBIS practices to fidelity district-wide

Evaluation Data Source(s) 18:

Summative Evaluation 18:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 1) PBIS training for all campuses implementing PBIS to include CHAMPs, Tier I, II, and III behavior intervention strategies, functional behavior assessment, behavior intervention plan, student incentive systems, class-wide motivation systems, and developing positive student-teacher and teacher-parent relationships.		Executive Director for Special Education, School Climate Transformation Grant Director, Behavior Implementation Specialists	Tiered Fidelity Inventory Progress on School Climate Transformation Grant performance goals				
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Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 19: The Department of Student Discipline will promote positive relationships between students and their school, peers, and teachers by supporting the implementation of restorative practices at designated campuses.

Evaluation Data Source(s) 19:

Summative Evaluation 19:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Support restorative practices by providing training, coaching, facilitation and modeling of restorative circles.		Senior Executive Director for Student Discipline, Director and Coordinator for Student Discipline, Behavior Implementation Specialist	Decrease in office discipline referrals Decrease in disproportionate use of exclusionary disciplinary practices Increase in student attendance				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 20: SAISD campuses will excel at Community and Student Engagement.

Evaluation Data Source(s) 20:

Summative Evaluation 20:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Leaders of each department (of the nine CaSE categories) will support campuses which had ratings lower than Recognized in 2015-2106.		Deputy Superintendent, Administration District Operations Manager, Administration	2016-2017 CaSE Campus Ratings				
Funding Sources: 199 - Local Maintenance - 0.00							
<div><div><div>100%</div></div>= Accomplished</div> <div><div>➔</div>= Continue/Modify</div> <div><div>0%</div></div> = No Progress <div><div>✖</div>= Discontinue</div>							

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 21: The Human Resources Department will implement the Peer Support Partnership (PSP): Pathways to Teaching Success program. Consulting Teachers (CTs) will be assigned to support first-year teachers at identified campuses with the goal of increasing new teacher retention and performance and impacting student achievement.

Evaluation Data Source(s) 21:

Summative Evaluation 21:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) -Identify, recruit and hire 4 additional Consulting Teachers for a total of 10 CTs for the 2017-18 school year. -Assign to identified campuses - Provide quality training to CT's through Education Service Center Region 20 and in-district training - The PAR Panel will manage and oversee the program and monitor new teacher performance through frequent progress monitoring		Associate Superintendent, Human Resources Director, Educator Quality	Monthly PAR Panel meetings CT Logs and documentation Observation and Walkthrough data New Teacher Retention rates/data Principal feedback Survey data				
Funding Sources: 199 - Local Maintenance - 329229.00							
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>➔</div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div>✖</div><div>= Discontinue</div></div>							

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 22: The Office of Academics will engage SAISD stakeholders in the development of an instructional framework utilizing a Theory of Action to shift the culture of low expectations and improve student achievement.

Evaluation Data Source(s) 22:

Summative Evaluation 22:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 CSF 7 1) Provide training and resources to include "Teacher as Architect" to teachers and campus/district leaders to support the development of a district instructional framework.		Lisa Riggs	Development of district instructional framework				
Funding Sources: 255 - ESEA Title II, Part A - TPTR - 5000.00							
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Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 23: The Family & Student Support Services: Homelessness, Foster Care and Social Workers will assist campuses with the federal rights of children in homeless situations and in foster care and support the general population of district students.

Evaluation Data Source(s) 23:

Summative Evaluation 23:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6 1) Conduct training and awareness workshops covering children who are homeless, in foster care and former foster youth detailing the following: a. Identification b. Immediate Enrollment c. Removal of Barriers d. Dispute Resolution e. School choice f. Transportation g. Accessibility to educational services and h. Unaccompanied youth	2.6	M. Estella Garza McKinney-Vento staff Fostering Connections Staff Feeder SW Staff	Number of trainings targeting campus staff Training/workshop attendees. Student Residency Questionnaires appropriately completed and submitted by campus				
	Problem Statements: Perceptions 3 Funding Sources: 199 - Local Maintenance - 1795.00						
Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6 2) Assist school counselors to provide assistance to homeless, foster youth in care and former foster youths in preparation of and improve their college readiness.	2.6	M. Estella Garza McKinney-Vento staff	Planning meeting with Dir. Guidance & Counseling Training / workshops Protocol established for documentation				
	Problem Statements: Perceptions 3 Funding Sources: 199 - Local Maintenance - 200.00, 206 - McKinney-Vento Homeless ED - 1000.00						

Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6 3) Work to create and/or strengthen policies supporting a. dispute resolution process b. counselor visits for college readiness of homeless children and youth c. accessing academic and extracurricular activities d. credit for full or partial coursework e. access to preschool programs for children in homeless situations and in foster care.	2.6	M. Estella Garza	meetings with the Policy Director				
			Written policy				
Problem Statements: Perceptions 3 Funding Sources: 199 - Local Maintenance - 1795.00							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Performance Objective 23 Problem Statements:

Perceptions
Problem Statement 3: The SAISD families and students need assistance in accessing community resources and supports. Root Cause 3: Lack of knowledge of resources that are available to the parents and students.





Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 24: Migrant Services: 100% of PFS migrant students will receive priority access to supplemental instructional support opportunities to ensure that all identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.

Evaluation Data Source(s) 24:

Summative Evaluation 24:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) SSA districts will develop a set of written procedures that outline a variety of strategies for migrant students with late entry and/or early withdrawal and saved course slots in elective and core subject areas. (Required activity "m")		District Contact or appropriate district designee, Ed Spec	Written procedures from a group of SSA districts				
Comprehensive Support Strategy 2) Collect and analyze sources of student data (transcripts, testing data) to determine progress towards graduation.		ESC Counselor, Ed Spec Supervisor, System Specialists, Migrant tutors	Increased number of students completing partial credit and/or passing state assessments. Not on time Graduation Report.				
Comprehensive Support Strategy 3) Provide an opportunity for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational needs.		ESC Counselor	Increase the number of participants to this session by 100%. Sign in sheets from overviews provided.				
Comprehensive Support Strategy 4) Identify dropout students/out-of-school youth (OSY) and provide information regarding options for obtaining diploma/GED.		OSY Recruiter, Ed Spec Supervisor, District Designee	Identify and provide information regarding options to 100% of OSY students. Supplemental Report, OSY Report, Student Termination Report.				
Comprehensive Support Strategy 5) Identify state, federal, and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental.		Ed Spec Supervisor, District Designee	Completed Documentation for Supplemental Tutoring Form from each SSA district on file (or district version).				







Comprehensive Support Strategy 6) Provide parents of PFS students an update on the academic progress of their child.		Ed Spec Supervisors, tutors, District Contact, Campus Administrator, r Campus Designee	Parent evaluations/ feedback, counselor follow-up, phone logs, email documentation, mail out list				
Comprehensive Support Strategy 7) Provide parents of PFS students information about available community and/or social services.		Ed Spec Supervisors, Recruiters, Tutors, District Designee	Parent evaluations/feedback, counselor follow-up, tutor feedback, student feedback				
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Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 25: To ensure dyslexia curriculum implementation with fidelity and to increase student performance in Reading, the 504/Dyslexia Department will provide opportunities for professional development, teacher training, collaboration and observation throughout the 2018-19 school year for all staff providing dyslexia intervention and for teachers of students with dyslexia.

Evaluation Data Source(s) 25: PD Sign -In Sheets, Classroom Walk-Throughs

Summative Evaluation 25:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) By the end of the 2018-19 school year, the 504/Dyslexia Department will (a.) provide effective teacher training for district approved dyslexia intervention programs (b.) provide teacher and staff coaching and (c.) conduct observations to 100% of staff providing dyslexia intervention in order to enhance teacher effectiveness and improve student outcomes.		Executive Director of SPED Director of 504/Dyslexia Coordinator 504/Dyslexia	Effective intervention is essential for students identified with dyslexia and as appropriate intervention is provided, students with dyslexia will make significant gains in reading.				
	Problem Statements: Demographics 2						
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Performance Objective 25 Problem Statements:

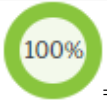

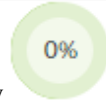

Demographics
Problem Statement 2: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. Root Cause 2: A systemetic approach to providing professional pathways for teachers and administrators does not currently exist.

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 26: Cultural shift to increase number of students aware of and taking Dual Credit.

Evaluation Data Source(s) 26:

Summative Evaluation 26:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase number of students taking Dual Credit courses across district from 13% to 20% of population in year 2.		District Dual Credit Coordinator Campus Principals Campus Counselors Campus Teachers	Percentage of students enrolled in Dual Credit meets 20%				
2) Increase number of students earning credit for Dual Credit courses across district from 86.6% to 90% of population in year 2.		District Dual Credit Coordinator Campus Principals Campus Counselors Campus Teachers	Percentage of students earning DC credit meets 90%				
3) Develop and implement a Dual Credit campaign for awareness on each campus district-wide (logos, slogans, print brochures, T-shirts.)		District Dual Credit Coordinator Campus Principals Campus Counselors Campus Teachers	Percentage of students enrolling in DC credit meets 20% of campus population				
4) Develop and implement a Dual Credit campaign for awareness for parents and in the community of San Antonio (Parent information, Promotion kit, brochures, billboards and city buses, bus stop benches)		District Dual Credit Coordinator Campus Principal Campus Counselors Campus Teachers	Percentage of students enrolling in DC credit meets 20% of campus population				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 27: State Compensatory Education (SCE) Program: SCE Program collaborates with numerous departments to maintain compliance with State law in identifying and supporting the at-risk student population. Collaboration among departments ensures accurate identification and interventions are provided to all at-risk students.

Evaluation Data Source(s) 27:

Summative Evaluation 27:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 1) Collaborate with Technology & Management Information Systems (Office of Data Warehouse) to streamline the At-Risk Management System (ARMS) for all users and make all updates for the next school year.		SCE Coordinator Chief Information Officer, Technology & Management Information Systems Senior Programmer Analyst	District is up-to-date on SCE requirements. Agenda - User interface items incorporated into ARMS Student Strategies for Success Planning Guide (ARMS) Parent Notification Letter ARMS)				
	Problem Statements: School Processes & Programs 38 Funding Sources: 164 - State Compensatory Education (SCE) - 4095.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 2) Collaborate with Technology & Management Information Systems (Office of PEIMS and Student Data Services) to ensure accurate identification, documentation, and coding of at-risk students by campuses.		SCE Coordinator Chief Information Officer, Technology & Management Information Systems Manager of PEIMS & Data Services	District is up-to-date on SCE requirements. PEIMS iTCES Reports Crystal-generated Reports Certify Notification Reports Email Discrepancy Lists Informal Campus Visits Formal Campus Visit Report SCE Evaluation				
	Problem Statements: School Processes & Programs 38 Funding Sources: 164 - State Compensatory Education (SCE) - 4095.00						

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 3) Collaborate with Family & Student Support Services to ensure accurate identification, documentation, and coding of at-risk students by campuses.		SCE Coordinator Senior Coordinator, Family & Student Support Services, Foster Care Social Workers	District is up-to-date on SCE requirements. PEIMS iTCCS Reports Crystal-generated Reports Certify Notification Reports Informal Campus Visits Formal Campus Visit Report SCE Evaluation	<div><div>95%</div></div>	<div><div>97%</div></div>		
	Problem Statements: School Processes & Programs 38 Funding Sources: 164 - State Compensatory Education (SCE) - 4095.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 4) Collaborate with School Age Parenting Program (SAPP) to ensure accurate identification, documentation, and coding of at-risk students by campuses.		SCE Coordinator Director, SAPP Social Workers	District is up-to-date on SCE requirements. PEIMS iTCCS Reports Crystal-generated Reports Certify Notification Reports Informal Campus Visits Formal Campus Visit Report SCE Evaluation	<div><div>90%</div></div>	<div><div>92%</div></div>		
	Problem Statements: School Processes & Programs 38 Funding Sources: 164 - State Compensatory Education (SCE) - 4095.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 5) Collaborate with Office of Academics to ensure accurate identification, documentation, and coding of at-risk students (Head Start, PK-3) by campuses.		SCE Coordinator Associate Superintendent, Office of Academics	District is up-to-date on SCE requirements. Readiness Assessment Rubric District Testing Window	<div><div>95%</div></div>	<div><div>97%</div></div>		
	Problem Statements: School Processes & Programs 38 Funding Sources: 164 - State Compensatory Education (SCE) - 4095.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 6) Collaborate with Accountability, Research, Evaluation & Testing to develop accurate informative, and relevant data resources concerning the at-risk population.		SCE Coordinator Executive Director, Accountability, Research, Evaluation & Testing Executive Program Evaluator	District is up-to-date on SCE requirements. Crystal-generated Reports SCE Evaluation	<div><div>95%</div></div>	<div><div>97%</div></div>		
	Problem Statements: School Processes & Programs 38 Funding Sources: 164 - State Compensatory Education (SCE) - 4095.00						
<div><div><div>100%</div></div><div>→</div><div><div>0%</div></div><div>×</div></div> <div>= Accomplished = Continue/Modify = No Progress = Discontinue</div>							

Performance Objective 27 Problem Statements:

School Processes & Programs
Problem Statement 38: The State Compensatory (SCE) Program needs to reduce the dropout rate for students who are identified as at-risk of dropping out of school. Root Cause 38: Campuses need to accurately identify their at-risk population and provide meaningful emotional, social, and academic interventions that address the needs of each student.

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 28: Cultural shift with teen parents, campus staff and administrators, that all teen parents have the capacity of success in secondary grades and in post secondary education.

Evaluation Data Source(s) 28: Attendance and graduation rates.

Summative Evaluation 28:

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 29: The Health & Physical Education Department will build a climate that focuses on creating and sustaining safe, and positive learning environments campus wide.

Evaluation Data Source(s) 29: Review 360

Attendance Reports

Informal Observation

Summative Evaluation 29:

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 1: The district will increase the capacity of the Family Engagement Department.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The district will build the capacity for family-campus partnerships that center on student achievement while aligning with our district initiatives and 5 year goals.							



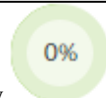



Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 2: The UVA District Team will ensure that each Champion School Principal remains focused to their personal vision, District Vision, Mission and Core Beliefs with on-going conversations and reflections that help support their work on campus with parents, staff and students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:



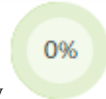

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Principals will share Vision, Mission and Core Belief activities with each other to help provide examples and ideas.		Joanelda De Leon	-All agendas will provide Vision and Mission statement to serve as focal point to the purpose of the work to move the school forward. -Principal has impacted and influenced parents, staff, students and all share a common language and belief system.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 3: The Human Resources Department will promote SAISD and promote outreach through multiple methods such as the department website and District Facebook page, printed campaign materials, newsletters and flyers, social media, targeted advertising and special events. The positions targeted will be for Paraprofessional, Classified and non-teaching professionals.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) - Identify staff and resources needed - Plan annual events in a timely manner - Identify target audience - Anticipate participation needs - Collaborate with venue coordinators, district leadership, and service providers		Director - Employment Services Administrative Officer - (Paraprofessionals and Classified) Associate Superintendent, HR	- Increase participants and audience and applicants by 10% from previous year - Increase "hits." on web-based advertisement - Decrease vacancies in hard to fill positions by advertising efforts - Participation in: SAISD Health Fairs, Convocation, Retirement Ceremony, Student Teacher Luncheons, Job Fairs				
Funding Sources: 199 - Local Maintenance - 28000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 4: Advanced Academics: The Office of Advanced Academics will create opportunities for students participating in advanced academics and world language classes to connect learning beyond the four walls of the classroom, connecting learning to the San Antonio community and culture, and to community partners.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) In collaboration with community partners and across district departments, students will have opportunities to participate in learning expeditions, student conferences, and partner activities. Campuses should: -Integrate learning outside the four walls of the classroom into curriculum 7 lesson plans -Seek community partnerships that provide students opportunities for authentic work, feedback and mentoring		Director Advanced Academics District AP, IB, AVID, Dual Credit & World Language Coordinators Campus Instructional Staff	Expedition artifacts Pre, during and post lesson plans & student work artifacts Student/teacher reflections/surveys Partner feedback Participant lists				
	Funding Sources: 164 - State Compensatory Education (SCE) - 0.00						
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 2) In collaboration with community partners and across district departments, summer enrichment activities will be developed and implemented for advanced learners. Campuses should: -Provide information to families and students about summer opportunities -Integrate summer enrichment into plans for student achievement & success		Director Advanced Academics District AP, IB, AVID, Dual Credit & World Language Coordinators Campus Instructional Staff	Participation data Pre, during and post student activity plans Pre & post survey results Student/parent surveys				
	Funding Sources: 164 - State Compensatory Education (SCE) - 0.00						



Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 5: Advance Academics: The Office of Advanced Academics will create opportunities for students to complete senior capstone and/or internship experiences through placements with partners and community members that allow them to explore career and post-secondary choices.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Create and implement a pilot program for Independent Study English Mentorship for a small group of high performing students to provide them an opportunity to explore post-secondary interests and share their learning in a culminating exhibition</p>		Director Advanced Academics District AP, IB, AVID, Dual Credit & World Language Coordinators Campus Instructional Staff	Internship experience artifacts/student work Student/parent surveys Partner/Mentor feedback Internship exhibition				
Campuses should: Integrate plans that support internships into master schedules, master calendars and curriculum plans	Funding Sources: 164 - State Compensatory Education (SCE) - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 6: Advanced Academics: The Office of Advanced Academics will increase community awareness of advanced programming opportunities, and will publicly celebrate student accomplishments and successes.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) The Office of Advanced Academics will collaboratively host celebrations and awards ceremonies that highlight student successes.</p> <p>Establish an annual district celebration of AP Scholars (Fall, 2017)</p> <p>Establish an annual district/ campus celebration of students who qualify at any level in the National Merit Scholar program (Fall 2017)</p> <p>Establish an annual district celebration of all K - 12 high level advanced academic success (Duke TIP, NMSQT, Regional Spelling Bees, other high level contest winners)</p> <p>Campuses should:</p> <ul style="list-style-type: none"> -collaborate closely with the Advanced Academics team to share information about student accomplishments -assure that parents and students are informed about opportunities and celebrations 		<p>Director Advanced Academics & Advanced Academics team</p> <p>Directors Academic Core</p> <p>Director Student Support</p> <p>Executive Director</p> <p>SAISD Foundation</p> <p>Executive Director Communications</p> <p>Executive Director Community Relations</p>	<p>Event agendas, sign ins and PR</p> <p>Calendar/timeline of events</p> <p>Community feedback survey</p>				
<p>Funding Sources: 164 - State Compensatory Education (SCE) - 10000.00</p>							

2) The Office of Academics will publicize student accomplishments and successes. Campuses should: -collaborate closely with the Advanced Academics team to share information about student accomplishments -assure that parents and students are informed about opportunities and celebrations		Director Advanced Academics & Advanced Academics team Directors Academic Core Director Student Support Executive Director SAISD Foundation Executive Director Communications Executive Director Community Relations	Event PR items Website screenshots Community survey/feedback				
Funding Sources: 199 - Local Maintenance - 0.00							
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 7: The International Baccalaureate Programme will engage families and our community by providing programme information and opportunities for students to engage in learning beyond the four walls of the classroom and then provide opportunities for students to reflect on and showcase their work

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Provide opportunities for IB student showcases and capstone projects</p> <p>Target participation goal: 100% of students in each IB school will participate in the showcase and/or capstone project</p> <p>Each IB school will create timelines, develop partnerships with community mentors and stakeholders, recruit and train mentors and students, and share information with parents and community</p>		<p>District IB Coordinator</p> <p>Campus Leadership Team</p> <p>Campus IB IS's</p>	Each campus documents a minimum of one service learning opportunity with 100% student participation				
<p>2) Increase awareness of IB programme with stakeholders and community.</p> <p>Campuses should:</p> <ul style="list-style-type: none"> -Hosting information sessions for parents and community -Consistent use of social media & district Community Relations support -Posting all programme information, timelines and calendars on each campus website, with general information maintained and updated on the district website. -Displaying student work with pertinent information about the assignment that generated the work and the rubric used to score the work on walls and in lobbies at campuses. 		<p>District IB Coordinator</p> <p>Campus Leadership Team</p> <p>Campus IB IS's</p>	<p>Parent familiarity as demonstrated through parent surveys</p> <p>Sign in sheets demonstrate 20% parent attendance at information meetings and student exhibitions</p> <p>Schools meet and exceed enrollment targets</p> <p>Website & Twitter "hits"</p> <p>Other artifacts including photos, brochures, films, screenshots</p>				







Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 8: Advanced Academics-AVID: The AVID team will work collaboratively with the Parent and Community Engagement team to engage parents to participate in meetings and workshops designed to enhance partnership between school and family to provide students with maximum support for post secondary readiness.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) SAISD Executive Director of Parent & Family Engagement and each AVID campus Parent Engagement Facilitator will attend AVID Summer Institute to participate in Culturally Relevant Teaching strand and will then engage with AVID team to provide family engagement workshops and information meetings focused on student support.		Director for Advanced Academics District AVID Coordinator AVID AP IS Parent and Family Engagement leadership team Campus Leadership Team	Plans for parent workshops Sign in sheets and agendas from workshops Feedback from attendees Parent attendance at AVID events				
Funding Sources: 164 - State Compensatory Education (SCE) - 26000.00							
2) Campus AVID teams will work to engage parents and families on a regular basis to provide support for college readiness & academic support for AVID students. Campuses should: -Communicate with families using multiple methods -Provide snacks for AVID parent meetings and information sessions.		Director for Advanced Academics District Coordinator for College Readiness/AVID AVID AP IS Campus Leadership Team	Sign in sheets and agendas from parent meetings & info sessions Feedback from attendees Survey re: satisfaction at year's end				
Funding Sources: 164 - State Compensatory Education (SCE) - 20000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 9: Advanced Academics: The Gifted and Talented Education (GATE) Department will provide students with opportunities for gifted students to share their learning with both their school and the outside community.





Evaluation Data Source(s) 9: Observation of performances/showcases

Attendance documents from performances/showcases

Student products

Survey of participants

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7 1) Gifted students will have the opportunity to share their research and learning in a school based and/or districtwide learning showcase or performance. Campuses can: - Support gifted students through engaging them in conversations about their learning and projects - Provide opportunities for gifted students to present their learning to the school community - Allow gifted students to pursue independent learning in areas of interest outside of the pullout setting		GATE Coordinator GATE Implementation Specialists	-Student showcase attendance logs -Student projects -Observation of student participation in showcases -Students feel confident in their ability to present learning				
Funding Sources: 165 - Gifted & Talented - 35800.00							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 10: Advanced Academics: The Gifted and Talented Education (GATE) Department will seek out opportunities to engage in the exchange of information about the nature and needs of gifted students and the development of District gifted services with community and family members.

Evaluation Data Source(s) 10: Meeting Sign ins

Meeting Agendas

Meeting notes

Survey of participants

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>1) The Gifted and Talented Education Department will provide information and outreach to the families of gifted students through PFL meetings, newsletters, fliers, videos, the District website, the Parent Summit, or campus based parent informational meetings.</p> <p>Campuses can:</p> <ul style="list-style-type: none"> - Provide opportunities and/or space for GATE ISs to interact with families - Disseminate information about gifted assessments and services through strategies such as: inclusion on campus calendar, entries in campus newsletter, parent reminder texts, school marquee, etc. - Collaborate with GATE ISs to disseminate testing results - Collaborate with GATE ISs to answer questions from families regarding GATE assessments and services 		GATE Coordinator GATE Implementation Specialists	<ul style="list-style-type: none"> -fliers, newsletters, website, videos -Survey of meeting participants -Observation of informational presentations -Families receive information regarding GATE services in a timely and efficient manner -Families know how to access information about GATE services 				
	<p>Funding Sources: 165 - Gifted & Talented - 8000.00</p>						

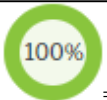

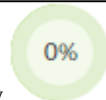

<div>Critical Success Factors</div> <div>CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</div> <div>2) The Gifted and Talented Education Department will create and coordinate the meetings of a Gifted Advisory Committee consisting of members from all stakeholder communities.</div>		GATE Coordinator	-Advisory Council Roster -Advisory Council meeting agendas -Advisory council meeting minutes -GATE services will be reviewed and evaluated in comparison with the TX State Plan -The Advisory Committee will make recommendations for enhancing GATE services				
	<div>Campuses can:</div> <div>-Encourage staff and administrators to serve as members of the advisory committee</div> <div>Funding Sources: 165 - Gifted & Talented - 4700.00</div>						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 11: PARENT INVOLVEMENT: Parent Family Liaisons will be utilized to increase the percentage of parents represented at district and campus activities by 20%.

Evaluation Data Source(s) 11:

Summative Evaluation 11:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) The PFL will lead the collaborative campus efforts to outreach to support parent partnerships and activity attendance.		Campus Administrator	HB5 Campus Performance Ratings Activity Attendance reports				
Funding Sources: 211 - ESEA Title I, Part A - Regular - 0.00							
Critical Success Factors CSF 5 2) PFL's will outreach to families to increase attendance at events such as Parent Summit, Parent Scholars Network, University Tours, Fathers Initiative events, etc.		Campus Administrator Family Engagement Department	HB5 Campus Performance Ratings Activity Attendance Reports				
3) 3.) PK-12 Counselors will host parent outreach meetings to support academic, career and social/emotional development		Principals Secondary School Coordinator Exec Dir of Student Support Services	More guardians/parents involed - greater ROI with students				
Funding Sources: 199 - Local Maintenance - 0.00							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 12: GOVERNMENT/COMMUNITY RELATIONS: The district will develop mutually beneficial relationships with the Texas Education Agency, the US Department of Education, and legislators from across the state to provide the support and resources to ensure that the remaining district goals can be met.

Evaluation Data Source(s) 12:

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue meeting with key stakeholders for the first time. Deepening relationships with people with whom we have already connected with in order to meet the district's legislative priorities or other district goals.		Seth Rau-Legislative Coordinator Carmen Vazquez-Gonzalez-Senior Executive Director Government and Community Relations	We will have had in-depth meetings with all major TEA leaders. We will developing very strong relationships with all of our legislators that represent the district and				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 13: PUBLIC RELATIONS: Promote San Antonio ISD/Campuses while embracing diversity and celebrating successes of students, staff and District through distribution of newsworthy items and delivery of key messages.

Evaluation Data Source(s) 13:

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Provide opportunities for parents to gain knowledge in 504/Dyslexia through campus and district Parent Awareness Sessions.</p>		Campus 504/Dyslexia Coordinators Dyslexia/504 Director Dyslexia/504 Coordinator	sign in sheets meeting agendas feedback surveys				
Funding Sources: 211 - ESEA Title I, Part A - Regular - 600.00							
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 14: COMMUNICATION: Communicate District/Campus information to the community through consistent and timely messages to include SAISD website, social media, printed materials, media releases, and meetings with editors/reporters, and stakeholders.

Evaluation Data Source(s) 14:

Summative Evaluation 14:

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 15: PARTNERSHIPS: Foster business and community partnerships through active participation in community-based opportunities and events.

Evaluation Data Source(s) 15:

Summative Evaluation 15:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Campuses will outreach to parents through their PFL to enroll in the Parent Leadership Academy collaboration (SAC, Region 20, SAISD)		PFL/Campus Administrator Family Engagement Dept.	Parent Participation in the community partnership academy. Enrollment Attendance numbers increasing				
Critical Success Factors CSF 5 2) Campuses will outreach to parents to support PTA or other community involvement partnerships to increase the support for their child's educational experience. (PRESA, Family Services, IDRA etc.)		Campus Administrator Government & Community Relations Dept. Family Engagement Department	PTA Certification Quarterly Reports to Government & Community Relations Community Agency Reports				



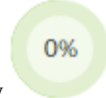



Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 16: Responding to Stakeholder engagement: Promote a culture of trust, high expectations and positive learning environments by creating a welcoming climate through gathering feedback.

Evaluation Data Source(s) 16:

Summative Evaluation 16:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) The campus will administer "welcome" walk-throughs/surveys to ensure the campus atmosphere is valuing and honoring students and their families.		PFL/Campus Administrator Family Engagement Department	Completion of Surveys Completion of Follow up action plan				
Critical Success Factors CSF 5 2) The district will assess home, school relationships, support for academics, and response to informational needs of families using an Annual Survey.		Family Engagement Department	Completed Surveys-initially, 80% satisfaction;gradual increase to 95%(+)				
3) The Constituent Specialists will provide customer service to parent concerns to ensure timely and appropriate responses.		Parent Constituent Specialist Family Engagement Director	District reports using district software				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 17: The JROTC Department will empower stakeholders.

Evaluation Data Source(s) 17:

Summative Evaluation 17:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JROTC Department will include parents and other stakeholders in decisions for their JROTC or LOTC Cadet's development. JROTC Department will partner with parents and other stakeholders to develop strategies to enhance cadets success.		School Instructors Oversight by DAI & CSM	Increase parents attendance in all JROTC or LOTC events Increase parents attendance in all school events				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 18: The athletic department will promote the SAISD Athletic programs and enlist the support of our parents, alumni and community.

Evaluation Data Source(s) 18:

Summative Evaluation 18:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Athletic Department will communicate effectively with coaches, journalists, athletes, parents, administrators, teachers, and community members.		Executive Director of Athletics Todd Howey Assistant Athletic Directors and Program Coordinators: Brian Clancy Barbara Wise Jerry Gonzalez Malachi Nellum Courtney Davis Bruce McCrary Mike Perez	Increase in parental attendance at games and pre-season meetings. Increase attendance at athletic contests. Increased "positive" media coverage for our athletic programs. Increased faculty engagement with our student-athletes.				
	Funding Sources: 199 - Local Maintenance - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 19: The Health and Physical Education will continue to promote student, parent, and community physical activity and wellness opportunities in SAISD and Bexar County.

Evaluation Data Source(s) 19: Sign in Sheet for community activities and meetings
Stakeholders Data

Summative Evaluation 19:



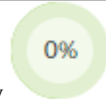

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The health/physical education department will continue to promote and communicate effectively with principals, teachers, students, and parents about upcoming events which include wellness and physical activity.		Roger Rodriguez, Senior Coordinator for Health/Physical Education	Increase communication opportunities to promote and encourage participation in the various agency events which promote wellness and physical activity.				
2) The health/physical education department will continue to network and participate in various community committees such as: the Mayor's Fitness Council, San Antonio Sports, The Health Collaborative, UTHSC, and other Bexar County agencies.		Roger Rodriguez, Senior Coordinator for Health/Physical Education	Continue to attend and participate in community meetings and committees, as documented by attendance sign-in forms				
3) The health/physical education department will continue to promote and communicate with SAISD campuses and our Community to encourage participation in a variety of agency events such as: The 5E Run, Fit Family Challenge, "Go Kids Challenge", "Healthy Me" Zumba classes, etc.		Roger Rodriguez, Senior Coordinator for Health/Physical Education	Increase student, teacher, parent, and community participation in the agency events, such as documented by participation forms, logs and sign-in sheets				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 20: The Special Education Department will provide support services to our students receiving special education services, their families and the district through the efforts of the social workers and related staff of Parent Programs.

Evaluation Data Source(s) 20:

Summative Evaluation 20:



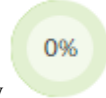

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 1) Provide wraparound services through: Home Visits Referrals from campuses Parent Support Groups Training		Parent Program Coordinator Special Education Director	Summary of visits Surveys				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 21: The Dept. of Special Education Services will facilitate community partnerships to benefit students in the Adult Years Vocational Program by partnering with Project Search.

Evaluation Data Source(s) 21:

Summative Evaluation 21:

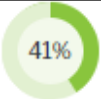






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Students in the AYVP who have been selected as interns for Project Search will be provided with: job-embedded coaching feedback instruction on-site work experience		Special Education Director Special Education Coordinator On Site Special Education Teacher	Employer evaluation Post Secondary employment Student survey Feedback from Job Coach				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 22: For the 2018-19 school year, the 504/Dyslexia Department will provide Parent Awareness Sessions to increase community awareness of Section 504 Law and Dyslexia.

Evaluation Data Source(s) 22:

Summative Evaluation 22:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) By the end of the first semester of the 2018-19 school year, Campus 504/Dyslexia Coordinators will provide a Fall Parent Awareness Session at 100% of SAISDs campuses to increase parent understanding of characteristics of dyslexia and challenges faced by students with dyslexia. (PPT provided by the 504 Dyslexia Department.)		Campus 504 Dyslexia Coordinators Campus Administrators Director 504/Dyslexia Department Coordinator 504/Dyslexia Department	Training Confirmation Form Meeting Agenda Sign-In Sheet				
2) By the end of the 2018-18 school year, the 504/Dyslexia Department will offer one Fall and one Spring Parent Awareness Session to increase parent's understanding of the characteristics of dyslexia and to provide parents with strategies to help their children with reading at home.		504/Dyslexia Director 504/Dyslexia Coordinator	Sign-In Sheets				
Problem Statements: Perceptions 3 Funding Sources: 211 - ESEA Title I, Part A - Regular - 6000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 22 Problem Statements:

Perceptions
Problem Statement 3: The SAISD families and students need assistance in accessing community resources and supports. Root Cause 3: Lack of knowledge of resources that are available to the parents and students.

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 23: Family & Student Support Services: Homelessness, Foster Care, Social Workers will work directly with parents in support of their knowledge of homelessness, foster care and the general population of students. We will work with them supporting their guidance and involvement with their child's education.

Evaluation Data Source(s) 23:

Summative Evaluation 23:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6 1) Work with family one on one in support of their understanding of their children rights based on state and federal regulations.	2.6	M. Estella Garza McKinney-Vento Staff Fostering Connections Staff Feeder Social Worker	Documentation in program files Service provision logs				
	Funding Sources: 164 - State Compensatory Education (SCE) - 63034.00, 199 - Local Maintenance - 180136.00, 206 - McKinney-Vento Homeless ED - 149759.00, 211 - ESEA Title I, Part A - Regular - 511845.00, 271 - Temporary Assistance for Needy Families (TAN - 312284.00						
Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6 2) Create community partnerships with local service providers, community resources and the faith based community in support of the student and family.		M. Estella Garza McKinney-Vento staff Fostering Connections staff Feeder Social Workers	Formal letters of support and MOUs Referrals made to local resources				
	Funding Sources: 164 - State Compensatory Education (SCE) - 63034.00, 199 - Local Maintenance - 180139.00, 206 - McKinney-Vento Homeless ED - 148759.00, 211 - ESEA Title I, Part A - Regular - 32256.00, 271 - Temporary Assistance for Needy Families (TAN - 312284.00						
<div><div><div>100%</div></div><div>→</div><div><div>0%</div></div><div>×</div><div>= Accomplished</div><div>= Continue/Modify</div><div>= No Progress</div><div>= Discontinue</div></div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 24: Migrant Services: 100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities to 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.

Evaluation Data Source(s) 24:

Summative Evaluation 24:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Provide all parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness.		Migrant tutors, Ed Spec Supervisors, Recruiters	PFS Criteria Letter, Sign in Sheets form Community Outreach, recruiter logs				
	Problem Statements: Perceptions 3						
Comprehensive Support Strategy 2) Provide parents of PFS students with the knowledge of local and state requirements for promotion, graduation, and post-secondary opportunities.		Campus Designee, migrant tutors, ESC-20 MEP Team	Counselor follow-up, student feedback, agendas, sign-in sheets, tutor timesheets				
	Problem Statements: Perceptions 3						
Comprehensive Support Strategy 3) Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).		Ed Spec Supervisors, District Designee	Copy of DIP showing insertion of PFS Action Plan				
	Problem Statements: Perceptions 3						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Performance Objective 24 Problem Statements:







Perceptions
Problem Statement 3: The SAISD families and students need assistance in accessing community resources and supports. Root Cause 3: Lack of knowledge of resources that are available to the parents and students.

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 25: State Compensatory Education (SCE) Program: SCE Program will communicate and work directly with at-risk students and their families to ensure their academic success. In addition to the regular education program, at-risk students will be provided supplemental services/interventions to increase academic achievement and reduce the dropout rate.

Evaluation Data Source(s) 25:

Summative Evaluation 25:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 CSF 7 1) Using the At-Risk Management System (ARMS), core teachers will document and implement interventions for identified at-risk students. Core teachers communicate their supplemental educational program to the parents and are required to review each at-risk student's interventions a minimum of twice per academic year.		SCE Coordinator Point of Contacts (POCs) Core Teachers	District is up-to-date on SCE requirements. Student Strategies for Success Planning Guide (ARMS) Parent Notification Letter (ARMS) School Messenger (ARMS) ARMS Status - 100% Compliance (Sem1, Sem2, & Final) Formal Campus Visit Report				
Funding Sources: 164 - State Compensatory Education (SCE) - 3310.00							
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Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 26: School Age Parenting: Embrace community partnership to promote SAISD vision, mission, core believes through strong community partnerships.

Evaluation Data Source(s) 26: Meeting Sign ins

Meeting Agendas

Meeting notes

Feedback of participants

Summative Evaluation 26:

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.

Performance Objective 1: Federal Programs Department (FPD-1): Provide departments/campuses guidance on the use of fiscal resources for comprehensive, high-quality and evidence-based educational program services. Designed to supplement the regular education program for low-income and at-risk students in order to provide opportunities for students to acquire the knowledge and skills in the State content standards and to meet the challenging State performance standards developed for all students.

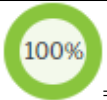
1. To ensure 100% of expenditures are supplemental, reasonable and necessary to the educational program.
2. Train 100% of District campuses and departments to obtain the knowledge and skills in the use of supplemental fiscal resources to provide opportunities for all low-income and at-risk students.
3. By providing technical assistance, requisition revisions will decrease by 2-5%, which will assist in ensuring resources, are effectively allocated to activities that increase academic achievement.

Evaluation Data Source(s) 1:


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June


Critical Success Factors CSF 1 1) Attend training, create/refine tools, & provide various forms of technical assistance to District staff who use state and federal funds to include expenditure training in aligning with the CNA/DIP/CIP, eligibility, and parent & family engagement.		FPD Specialists, FPD Coordinators, FPD System Administrator, FPD Budget Team, FPD Sr. Compliance Officer, FPD Director	Tools/training materials, created-forms, manuals, PowerPoints, EXCEL docs, requisition logs, etc				
	Problem Statements: School Processes & Programs 1 Funding Sources: 287 - ESEA - Consolidated Administrative Fund - 279984.00						




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Federal Programs Department (FPD-1): In the 2017-2018 school year, three (3) out of ten (10) requisitions processed by the Federal Programs Department required revisions in order to meet eligibility and compliance requirements. Root Cause 1: Federal Programs Department (FPD-1): There has been District Staff turnover and/or insufficient comprehension of Federal, State, & District regulations and procedures. Note: Data is on file with the Federal Programs Department

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.

Performance Objective 2: Federal Programs Department (FPD-2): Maximize and coordinate the use of Federal funds, reauthorized under the ESSA/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.

1. As defined by TEA (exceeds 15% for Title I and 25% for other Title programs), SAISD will not carry over excessive amounts of funds for federal grants awarded via the ESSA consolidated grant application.
2. As defined by TEA (at minimum 52% for SCE), SAISD will spend at minimum the required amount for direct program services.
3. The Federal Programs Department will conduct reviews to ensure 100% program/fiscal compliance in its areas of responsibility.
4. SAISD will receive a low risk rating by the TEA federal fiscal monitoring department.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure program/fiscal compliance in areas of responsibility by attending/providing training, creating/refining tools, and conducting reviews		FPD Specialists, FPD Coordinators, FPD System Administrator, FPD Budget Team, FPD Sr. Compliance Officer, FPD Director	Log of items submitted- budgets, CNA, DIP, CIP, Program Evaluations, Parent and Family Engagement docs, compliance reports, TEA risk rating, etc.				
Problem Statements: School Processes & Programs 2 Funding Sources: 287 - ESEA - Consolidated Administrative Fund - 279984.00							

2) Use the consolidated administrative fund as per ESEA Part B Section 8203 for administrative activities designed to enhance the effective and coordinated use of funds to support student academic achievement.		FPD Budget Team, FPD System Administrator, FPD Sr. Compliance Officer, FPD Sr. Director	Budgets/Planning documents				
	Problem Statements: School Processes & Programs 2 Funding Sources: 287 - ESEA - Consolidated Administrative Fund - 279984.00						
3) Assist in the coordination of Federal and SCE funding to support the implementation of the school-wide program.		FPD Specialists, FPD Coordinators, FPD Budget Team, FPD Sr. Compliance Officer, FPD Director	Budgets/Planning documents, grant balances				
	Problem Statements: School Processes & Programs 2 Funding Sources: 287 - ESEA - Consolidated Administrative Fund - 279984.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Performance Objective 2 Problem Statements:



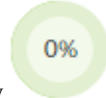

School Processes & Programs
Problem Statement 2: FPD-2: For the 18-19 school year, the District received an increase in three of its major federal funding streams. However, the increase significantly fell short of the 2016-17 funding amounts. Although funding has not been restored to the 2016-17 funding levels, the District must continue to be innovative in meeting student needs and ... See Plan Addendums FPD CNA for the complete statement Root Cause 2: FPD-2: Census population data remains relatively constant. The prior loss of families in poverty residing in SAISD boundaries continues to negatively impact the amount of federal funding allocated to the district. It is expected that the Federal Government will not significantly increase Title appropriations... See Plan Addendums FPD CNA for the complete root cause

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.

Performance Objective 3: The JROTC Department will ensure that the district JROTC makes fiscally sound decisions that support the cadets in JROTC, LOTC and maintains a strong financial position.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The JROTC department will follow all USACC and SAISD regulations.		The DAI and CSM					
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.

Performance Objective 4: The Human Resources Office of Employee Benefits, Risk Management and Safety will work closely with Worker's Compensation Third Party Administrators (TPA's) to aggressively review and reduce costs associated with the district worker's compensations claims.

Evaluation Data Source(s) 4:

Summative Evaluation 4:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy 1) Conduct quarterly file reviews of all ongoing worker's compensation claims with TPA to develop case strategy, evaluate reserves, review course of action and assign disposition.		Director of Employee Benefits, Risk Management and Safety, Administrative Office for Risk & Safety, TPA	Comparison and trending of claims and subsequent payouts indicate reductions in number of claims and dollar value amount.				
Funding Sources: 199 - Local Maintenance - 0.00							
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.

Performance Objective 5: The Human Resources Department will ensure Local and Federal Funds are properly allocated, expended, and maximized following compliance regulations and with appropriate oversight by users.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy 1) 1. Apply consistent pay practices which comply with Federal and State Requirements - document standard processes and business practices - maintain proper record-keeping for pay actions - provide FLSA training - revise and publish the 2018-19 Compensation Guidelines 2. Utilize local and federal funds effectively - Participate in compensation surveys - Review survey results to ensure SAISD pay practice competitiveness - Recommend changes to pay structure & practices, as appropriate, based on the competitive market		HR Director, Compensation HR Directors Associate Superintendent, HR	All monies allocated for the 2018-19 school year shall be successfully applied and expended No budget or line items will be in negative funds Running records provide on-going information for planning purposes				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.

Performance Objective 6: The Financial Services Department will ensure alignment of the budgetary and financial policies and priorities with the District's initiatives and educational goals in support our students.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure fiscal health by improving workflow process efficiency.			1. Improve efficiency and overall cost of District copier contract. 2. Evaluate, pilot, and full implementation of electronic workflow processing solution. 3. Continue improvements to electronic health records software utilization - including student pictures.				
2) Implementation of a time & attendance system.			1. Continue pilot testing of time & attendance system for part-time staff. 2. Move substitute personnel to time & attendance. 3. Pilot a campus with electronic time & attendance. 4. Continue with rollout of department and campus personnel.				
3) Work to ensure efficiency in staffing allocations across all areas.							
4) Maintain a self-supporting Child Nutrition Program.			1) Maximize number of campuses enrolled in CEP program. 2) Monitor and control labor and food expenditures and ratios. 3) Ensure compliance with all regulatory agencies. 4) Improve operating efficiencies in all areas.				
5) Maximize Federal Reimbursement received by District for SHARS / Medicaid eligible services delivered by District personnel.							
6) Maintain a successful Debt Management strategy and maintain healthy Debt Service fund balance.							
7) Maintain strong Financial Services leadership and staff.							



Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.

Performance Objective 7: The ECE Head Start Department will ensure that 100% of all Federal and local funds are properly allocated and expended to maximize student learning opportunities in an effort to close the achievement gap and to serve families in the Head Start Program.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Meet bi-weekly with the Senior Accountant assigned to Head Start and department staff to monitor program expenditures and balances.		Sr. Director Director Senior Accountant assigned to Head Start	No negative balances All funds closed out by the end of the program year				
Funding Sources: 205 - Head Start Program - 0.00							
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>➔</div><div>= Continue/Modify</div></div> <div><div>0%</div><div>= No Progress</div></div> <div><div>✖</div><div>= Discontinue</div></div>							

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.





Performance Objective 8: Family & Student Support Services: Homelessness, Foster Care and Social Workers will ensure appropriate local, state and federal funds are expended in support of removing social, emotional and community barriers that impede student enrollment, attendance and ultimately school success.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6 1) Students in homeless situations based on the McKinney Vento law; in foster care based on Title I; and the general population of students at risk will be provided support services from department social workers to include the following services: a. school supplies b. transportation through the local metro transit system c. uniforms d. work stipends e. parent transportation	2.6	M. Estella Garza Feeder Social Workers McKinney-Vento Social Workers Foster Care Social Worker	disbursement of tangible goods data recordings				
				Problem Statements: Perceptions 3 Funding Sources: 199 - Local Maintenance - 15000.00, 206 - McKinney-Vento Homeless ED - 50850.00, 211 - ESEA Title I, Part A - Regular - 30518.00, 271 - Temporary Assistance for Needy Families (TAN - 36382.00			
Critical Success Factors CSF 5 CSF 6 2) Department staff will be supported with working tools such as: a. offices supplies b. mileage reimbursements c. office furnishing and other technology needs d. iPad data e. cell phone allowance	2.6	M. Estella Garza Feeder Social Workers McKinney-Vento Social Workers Foster Care Social Worker	purchase orders conference attendance				
				Problem Statements: Perceptions 3 Funding Sources: 164 - State Compensatory Education (SCE) - 5390.00, 199 - Local Maintenance - 8303.00, 206 - McKinney-Vento Homeless ED - 13597.00, 271 - Temporary Assistance for Needy Families (TAN - 6165.00, 211 - ESEA Title I, Part A - Regular - 15860.00			

Critical Success Factors CSF 5 CSF 6 3) programs will be supported with: a. Contractual assistance supporting program services/equipment b. membership to Texas Homeless Network c. Secure social work interns to enhance student services	2.6	M. Estella Garza support staff	purchase orders MOUs with universities placement of interns in the SAISD				
	Problem Statements: Perceptions 3 Funding Sources: 199 - Local Maintenance - 44834.00, 206 - McKinney-Vento Homeless ED - 100.00						

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Performance Objective 8 Problem Statements:







Perceptions
Problem Statement 3: The SAISD families and students need assistance in accessing community resources and supports. Root Cause 3: Lack of knowledge of resources that are available to the parents and students.

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.

Performance Objective 9: The 504/Dyslexia Department will exercise fiscal responsibility with local, state and federal funds to ensure that allocations are spent in the best interest of student, teacher/employee and campus development.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) By end of the 2018-19, 100% of funds awarded to the 504/Dyslexia Department will be spent with the sole purpose of improving teacher/employee effectiveness and improving student performance in reading to assure college and career readiness.		Executive Director of SPED Director of 504/Dyslexia Coordinator of 504/Dyslexia	Increased student performance in the area of reading				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.

Performance Objective 10: Federal Programs Department (FPD-10): Ensure, in accordance with federal statute, that eligible students who attend PNP schools get the same educational support they would get if attending public schools in the timeframe established by statute.

1. The District will provide supplemental services to 100% of eligible PNP students/staff and facilitate communication between the external agency, internal departments, and PNP schools.
2. The Federal Programs Department will attend 100% of all Title I Co-op and Title II meetings to ensure collaboration between all parties.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure equitable ESSA program services are provided to eligible PNP students/staff by facilitating communication and collaboration between PNP schools, ESC-20 and district staff.		FPD Coordinators, FPD Sr. Compliance Officer, FPD Director, Bilingual Coordinator, ESC20 staff	ESC20 documentation of Title I and Title II equitable services, Title III documentation, meeting notes, phone calls, sign-in sheets, PNP docs, financial reports, training provided, etc.				
	Problem Statements: School Processes & Programs 3 Funding Sources: 287 - ESEA - Consolidated Administrative Fund - 342236.00, 211 - ESEA Title I, Part A - Regular - 331800.00, 255 - ESEA Title II, Part A - TPTR - 313155.00, 263 - ESEA Title III LEP - 6800.00, 216 - ESEA - Title IV, Part A, Subpart 1 - SSAE - 121133.00						

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Performance Objective 10 Problem Statements:

School Processes & Programs
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



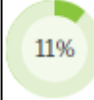
Problem Statement 3: Federal Programs Department (FPD-10): The District provides equitable services to private non-profit (PNP) students and staff at twenty nine (29) PNP campuses for three (3) programs coordinated between one (1) external agency and one (1) internal department. During the 2017-2018 school year, the District was behind schedule in the delivery of services, for one (1) of the programs. **Root Cause 3:** Federal Programs Department (FPD-10): ESSA requires the District to provide equitable services to private non-profit students and staff. Coordination of these mandated services requires communication and collaboration with all parties to ensure services are delivered in the timeframe established by statute. There is an opportunity for improved communication. Note: Data is on file with the FPD

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.

Performance Objective 11: State Compensatory Education (SCE) Program: SCE Program ensures the District is compliant with all state rules, regulations, and laws that affect state compensatory education, fund - 164.

Evaluation Data Source(s) 11:

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) Provide professional development and ongoing communication for administrators, staff, and District personnel on all rules, regulations, laws, and updates pertinent to the SCE Program.		SCE Coordinator	District is up-to-date on SCE requirements. Sign-In Sheets (Eduphoria) PowerPoint(s) Email Inquiries Informal Campus Visits SCE Evaluation PEIMS iTCCS Reports Crystal-generated Reports SharePoint Resources www.saisd.net/sce				
	Problem Statements: School Processes & Programs 38 Funding Sources: 164 - State Compensatory Education (SCE) - 4095.00, 199 - Local Maintenance - 2500.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 2) Stay current with all rules, regulations, and laws associated with the SCE Program.		SCE Coordinator	District is up-to-date on SCE requirements. ACET Conference TEA Updates Education Service Center - Region 20				
	Funding Sources: 164 - State Compensatory Education (SCE) - 2525.00, 199 - Local Maintenance - 200.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 3) Evaluate each campus on the implementation of the SCE Program by conducting a formal visit (audit) and end-of-the-year summative.		SCE Coordinator	District is up-to-date on SCE requirements. Formal Campus Visit Reports Summative Checklist				
	Problem Statements: School Processes & Programs 38 Funding Sources: 164 - State Compensatory Education (SCE) - 4095.00, 199 - Local Maintenance - 2500.00						

<div>Comprehensive Support Strategy</div> <div>Critical Success Factors</div> <div>CSF 1 CSF 2 CSF 6 CSF 7</div> <div>4) Coordinate and ensure "snapshot" data for at-risk students is collected in a timely, orderly manner.</div>		SCE Coordinator Associate Superintendent, Office of Academics Senior Coordinator, Family & Student Support Services, Foster Care Director, School Age Parenting Program Manager of PEIMS & Data Services Executive Program Evaluator	District is up-to-date on SCE requirements. PEIMS iTCCS Reports Crystal-generated Reports District Testing Window Readiness Assessment Rubric	<div>100%</div>			
	<div>Problem Statements: School Processes & Programs 38</div> <div>Funding Sources: 164 - State Compensatory Education (SCE) - 4095.00, 199 - Local Maintenance - 2500.00</div>						
<div>Comprehensive Support Strategy</div> <div>Critical Success Factors</div> <div>CSF 1 CSF 2 CSF 6 CSF 7</div> <div>5) Submit the SCE Evaluation to TEA as required by law.</div>		SCE Coordinator Executive Program Evaluator Associate Superintendent, Office of Academics District Grants Manager Director, Planning/Budget	District is up-to-date on SCE requirements. SCE Evaluation DIP CIPs (IR rated campuses) Submission on TEASE				
	<div>Funding Sources: 164 - State Compensatory Education (SCE) - 3310.00, 199 - Local Maintenance - 2500.00</div>						
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Performance Objective 11 Problem Statements:

School Processes & Programs
Problem Statement 38: The State Compensatory (SCE) Program needs to reduce the dropout rate for students who are identified as at-risk of dropping out of school. Root Cause 38: Campuses need to accurately identify their at-risk population and provide meaningful emotional, social, and academic interventions that address the needs of each student.

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.

Performance Objective 12: School Age Parenting: Will ensure alignment of the budgetary and financial policies and priorities with the District's initiatives and educational goals to support our students..

Evaluation Data Source(s) 12: ITCCS
monthly budget assessments

Summative Evaluation 12:

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.

Performance Objective 13: The Health and Physical Education Department will ensure that 100% of all funds are properly allocated and expended to maximize student learning opportunities in an effort to close the achievement gap and to serve our students and community.

Evaluation Data Source(s) 13: ITCCS- Financial Ledger
Budget Meetings

Summative Evaluation 13:





Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 1: To develop, build and retain strong transformational administrators that will create learning environments that ensure students achieve at high-levels.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June








1) THE NEW LEADERS: EMERGING LEADERS PROGRAM will provide a structured leadership development opportunity for coaches and assistant principals by putting participants on a pathway to the principalship in SAISD while building leadership capacity across the school district system.							
2) THE LEARNING LEADING ACADEMY for SAISD Principals and Assistant Principals will provide comprehensive leadership training through a blended learning model developed by the Association for Supervision and Curriculum Development (ASCD).							
3) The district will create the office of organizational learning and professional development to provide job-embedded, on-going professional development for all instructional staff that is aligned to the district initiatives and focus on high-leverage, high-impact leadership and learning practices.							
Critical Success Factors CSF 1 CSF 7 4) The TRINITY INTERNS program will provide teachers with an innovative and intensive preparation program to become transformational leaders over a 14-month period, allowing teachers to engage in part-time teaching assignments and pursue hand-on leadership experiences in their school setting.							
Critical Success Factors CSF 3 5) The ESC-20 BEXAR COUNTY PREP program will provide a structured leadership development opportunity for assistant principals by facilitating and coordinating activities and events with district partners and local colleges and universities, provide campus-based experience, and all resource materials to participants.							
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Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 2: The 504/Dyslexia Department will provide opportunities for Dyslexia and 504 professional development through online learning, virtual meetings, webinars, video tutorials and face-to-face presentations.

Evaluation Data Source(s) 2: Eduphoria, Sign-In Sheets, Feedback Forms

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) By the end of the 2018-19 school year, the 504/Dyslexia Department will ensure targeted professional development for 100% of staff implementing the following dyslexia intervention programs: Really Great Reading, Voyager Sopris Language Live and Lexia.		504/Dyslexia Director Coordinator Dyslexia Campus Support Teacher	District and program indicators of student progress				
	Problem Statements: Demographics 2						
2) By the end of December, 2018, the 504/Dyslexia Department will provide professional development to 100% of district campuses to increase administrator, teacher and staff knowledge in Dyslexia and Section 504 law.		Executive Director of Special Education Director Dyslexia/504 Coordinator Dyslexia/504 Dyslexia Program Specialists	Registrations Sign-in sheets Certificates of Completion				
	Problem Statements: Demographics 2 Funding Sources: 255 - ESEA Title II, Part A - TPTR - 2500.00						
3) By the end of the 2018-19 school year, the 504/Dyslexia Department will train 100% of Campus 504 Coordinators on Dyslexia and Section Policy to increase individual knowledge and increase district compliance with Dyslexia and Section 504 Law.		Executive Director of Special Education Director Dyslexia/504 Coordinator Dyslexia/504 Dyslexia Program Specialists	Registrations Sign-in sheets Certificates of Completion				
	Problem Statements: Demographics 2 Funding Sources: 255 - ESEA Title II, Part A - TPTR - 2500.00						



Performance Objective 2 Problem Statements:



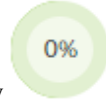

Demographics
Problem Statement 2: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. Root Cause 2: A systemetic approach to providing professional pathways for teachers and administrators does not currently exist.

Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 3: UVA District Team will TIER campuses to provided differentiated support to meet campus needs.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) UVa District Shepherd and Coordinators will meet monthly with Rosalinda Lomas, Human Resources to review campus needs and request/tweak support.		Joanelda De Leon	Campus learning walks will show an improvement of TIER I instruction (GRR and COLOSO). Classroom managment will improve as students will be actively engaged with lesson/learning and increased learning time.				
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Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 4: The Human Resources Department will recruit, hire, and retain a diverse population of highly effective teachers, administrators and support staff. HR will highlight our students, working in an urban setting, employee benefits, and career opportunities.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) - Utilize a variety of recruitment venues: advertising, job fairs, webpages, etc.</p> <p>- Partner with local, state, and national universities to identify early applicants</p> <p>- Partner with Alternative Certification Programs to identify early applicants</p> <p>- Provide quality on-boarding activities throughout the year</p> <p>- Focus on hiring Master Teachers</p> <p>- Focus on pre-hires teachers</p>		Director - Hiring and Recruitment Administrative Officers - Recruitment Administrative Officer - Paraprofessionals Administrative Officer - Classified Associate Superintendent, HR	- 100% of campuses will be staffed with high quality/highly effective employees at the onset of the school year 100% of Master Teachers will be placed on identified campuses - Meet hiring goals for pre-hires - Ensure the separation rate of employees is less than 10%				
Funding Sources: 199 - Local Maintenance - 28000.00							
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Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 5: The Human Resources Department will implement the New Teacher Support System through a variety of direct support and professional development to 1st and 2nd year teachers based on identified needs, and provide ongoing support.

Evaluation Data Source(s) 5:

Summative Evaluation 5:



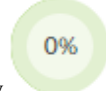

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) - Provide Consulting Teachers for 1st year teachers at identified campuses -Provide RECAP support to identified teachers - Provide mentor training for 1st year teachers & mentors, and for mentors of 2nd year teachers - Identify current and research-based coaching and mentoring practices - Partner with Education Service Center Region 20 to provide training For CT's and Mentors - Offer continuing professional development for teachers - Collaborate with Alternative Certification Programs (ACPs) to provide quality teacher support - Provide a system (Teacher Support Initiative, TSI) for progress monitoring new teachers and new hires to the district.		Director - Educator Quality Director - Employee Relations Associate Superintendent, HR	- Retention rates for new teachers will increase -Increase participation in mentor training to 85% - Training Evaluation - Mid-Year Mentor/Protege survey - Anecdotal data - New Teacher retention rates - Monitor support through the Consulting Teachers (CTs) and Returning Educators Continuing Academic Partnerships (RECAP) experts. - TSI data - ACP data				
Funding Sources: 199 - Local Maintenance - 166650.00							
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Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 6: SAISD will implement the following employee appraisal systems district-wide: Texas Teacher Evaluation and Support System (T-TESS), Texas Principal Evaluation and Support System (T-PESS), and Instructional Support Effectiveness Performance Evaluation System (ISEPES).

Evaluation Data Source(s) 6:

Summative Evaluation 6:

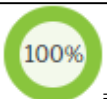

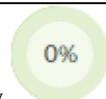

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) - Training will be provided for teachers, principals, assistant principals, and district leadership for all three systems - All forms for T-TESS, T-PESS and ISEPES are uploaded in the on-line management system Eduphoria Employee Appraisal System (EASy) which will allow for recording and reporting Goals Setting, areas of Reinforcement/Refinement, Professional Growth Plans, Walk-Throughs and Observations. - Identify goals(s) for teachers, principals, assistant principals, and implementation/GT specialists with opportunities for growth - Identify areas of reinforcement and refinement for teachers based on evidence collected - Develop when necessary Professional Development and Intervention Plans with specific goals, opportunities for growth and resources		Director - Administrative Services Director - Educator Quality Director - Employee Relations Associate Superintendent, HR	- Remediation efforts will be implemented to improve overall employee performance to include: coaching, mediation, crucial conversations, the assignment of a Consulting Teacher or Returning Educators Continuing Academic Partnership (RECAP) expert, development of professional growth plans - Review of Goals at the beginning, middle, and end of year will indicate growth for principals, assistant principals, implementation/GT specialists - Employee retention will improve year to year				
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Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 7: The Office of Advanced Academics and Postsecondary Initiatives will recruit, hire and retain an Executive Director, Directors and Coordinators for the programs and initiatives that fall within its organizational chart including: GATE, Advanced Placement, World Languages, AVID, Dual Credit, Online Learning & Student Support, Secondary Counseling, Postsecondary Awareness, Access, & Success. In addition, this team will recruit, train and develop teams of counselors, AP Instructional Specialists, GATE Instructional Specialists, counselors, College Bound Advisors, College Alumni Advisors, and Financial Aid Advisors to support campuses in this work. This team will support campuses in recruiting, training and developing campus staff including AVID elective teachers, AVID Coordinators, world language teachers, counselors, master teachers, graduation coaches and other campus staff and support personnel as needed.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recruit and hire 12 AP Instructional Coaches in the following areas to serve as curriculum and instructional coaches while developing a clinical classroom: AP English Language AP English Literature AP Calculus AB AP Statistics AP Biology AP Environmental Science AP Psychology AP Human Geography AP World History AP US History AP Government/AP Economics AP World Language		Exec Dir Adv Ac/Postsec Director Advanced Academics District AP Coordinator District World Languages Coordinator	Increased performance of students in AP IS courses on formative assessments and AP exams Increased teacher performance in all AP courses connected to an AP IS Master Schedule demonstrating establishment of clinical classroom Calendars, agendas, sign ins, minutes for district level PLC's District syllabus for each course Aligned scope and sequence for each course Formative assessments for each course Walk through evidence of improved teaching and learning practice in AP classrooms Teacher and student feedback/ survey				
Problem Statements: School Processes & Programs 19 Funding Sources: 164 - State Compensatory Education (SCE) - 8000.00							
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Performance Objective 7 Problem Statements:

School Processes & Programs

Problem Statement 19: The percent of students meeting criteria of earning at 3+ on one or more AP exams is below the state average of 50% (SAISD = 12%). **Root Cause 19:** 74% of AP teachers have less than 3 years of experience and may be teaching an AP course for which they have not completed the AP Summer Institute training.

Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 8: Advanced Academics: The Office of Advanced Academics will provide opportunities for continuous professional learning and growth to increase leadership capacity, professional knowledge, improved teaching and learning, and coaching skills focused on improving all academic and college readiness programs for department members and campus leaders and teachers.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) Advanced Academics staff and campus instructional leaders and teachers will participate in professional learning opportunities such as College Board Membership Dues, College Board Regional Forum, AP Summer Institutes, IB Category I, II and III trainings, AVID Summer Institute & other trainings, College Readiness focused trainings, NMSI, Region 20 workshops and seminars, and other opportunities linked to the focus of Advanced Academics work		Director for Advanced Academics & the Advanced Academics team	Participation logs/sign in sheets Student performance data in advanced academics assessments and activities Program improvement linked to training implementation				
	Funding Sources: 164 - State Compensatory Education (SCE) - 20000.00						
2) The Office of Academics will create a comprehensive menu of opportunities for professional learning and growth for teachers in all Advanced Academic programs. Campuses should: -Integrate training in the area of Advanced Academics in campus improvement plans		Director Advanced Academics & Advanced Academics team	Training completions Classroom walk-throughs evidencing implementation of completed trainings In-district workshops given by teachers who have completed training				
	Problem Statements: School Processes & Programs 20 Funding Sources: 199 - Local Maintenance - 55000.00, 164 - State Compensatory Education (SCE) - 43350.00						

3) Work to ensure that World Language teachers have opportunities for common planning time through school day PLC's or paid after hours time.		Director Advanced Academics District World Languages Coordinator District AP Coordinator AP World Language Implementation Specialist	Improved numbers of students meeting criteria on World Language exams Increase enrollment in AP level World Language courses Aligned Scope and Sequence documents Language proficiency rubrics Aligned common formative and summative assessments				
	Funding Sources: 164 - State Compensatory Education (SCE) - 0.00						
4) Work to ensure that World Language teachers have opportunities for common planning time through school day PLC's or paid after hours time. Campuses should: -Include common planning time and PLC meeting time in master schedules and professional learning plans in campus plans		Director Advanced Academics District World Languages Coordinator District AP Coordinator AP World Language Implementation Specialist Offices of High School and Middle School Leadership Campus Instructional Leadership Team	Improved numbers of students meeting criteria on World Language exams Increase enrollment in AP level World Language courses Aligned Scope and Sequence documents Language proficiency rubrics Aligned common formative and summative assessments				
	Funding Sources: 164 - State Compensatory Education (SCE) - 0.00						
5) Provide small budget limited to instructional materials and supplies for World Language Departments		Director Advanced Academics District World Languages Coordinator District AP Coordinator AP World Language Implementation Specialist Campus Instructional Leadership Team					
	Funding Sources: 199 - Local Maintenance - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Performance Objective 8 Problem Statements:

School Processes & Programs
Problem Statement 20: The percent of students meeting criteria of earning at 3+ on one or more AP exams is below the state average of 50% (SAISD = 12%). Root Cause 20: Students are not able to earn maximum points on areas where college level writing is required.

Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 9: The office of International Baccalaureate will work to provide trained/certified staff for all IB courses.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All IB campus staff as required will be sent to IB training or will attend district provided training -Briscoe and Burbank will participate in training in-house -SAISD will host IB workshops through TIBS		District IB Coordinator Campus Instructional Leadership teams Campus IB Coordinator	Evidence of the following training will be documented through sign-in sheets and certifications: 100% of staff will complete the IB required training at each IB candidate school: 100% of staff at Briscoe ES will complete PYP training 100 % of staff at 9th & 10th grades at Burbank HS will complete MYP training 100% of required staff at Jefferson, Longfellow, Harris, and Woodlawn will complete MYP/DP training (one per subject area)				
2) All campus IB staff as required will be sent to IB training or will attend district provided training -Briscoe and Burbank will participate in training in-house -SAISD will host IB workshops through TIBS		District IB Coordinator Campus Instructional Leadership teams Campus IB Coordinator	Evidence of the following training will be documented through sign-in sheets and certifications: 100% of staff will complete the IB required training at each IB candidate school: 100% of staff at Briscoe ES will complete PYP training 100 % of staff at 9th & 10th grades at Burbank HS will complete MYP training 100% of required staff at Jefferson, Longfellow, Harris, and Woodlawn will complete MYP/DP training (one per subject area)				



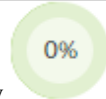

3) The Office of Academics will work with SAISD HR to recruit and hire IB language and design teachers as needed by candidate schools		District Coordinator for IB District Coordinator for World Languages	Teacher placement Master schedule				
<div> <div>100%</div> <div>= Accomplished</div> </div> <div>→</div> <div>= Continue/Modify</div> <div> <div>0%</div> <div>= No Progress</div> </div> <div>✗</div> <div>= Discontinue</div>							

Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 10: Advanced Academics: World Languages: Provide opportunities for World Language teachers to engage in continuous learning opportunities.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) In collaboration with the Office of 21st Century Learning and other community partners and organizations, the district World Language program will provide opportunities for teachers to learn the latest innovations in using technology for world language learning. Campuses should: -Integrate plans for professional learning for their world language teachers into campus plans		District World Languages Coordinator Office of 21st Century Learning					
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 11: Advanced Academics-AVID: Support AVID program improvement and growth by recruiting, hiring and providing professional learning opportunities to meet program and campus staff requirements for implementation with fidelity of the ACRS.

Evaluation Data Source(s) 11:

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Provide professional development for all AVID campus teams and elective course teachers at AVID Summer Institute. Dual Credit teachers will also receive professional development. This will include the OnRamps Program where students will stay on the UT Austin campus as part of the Dual Credit Program. along with the Chembridge Program, both with UT Austin. This will include campus AVID membership dues; library curriculum, and AVID subscriptions for campuses.</p> <p>10 HS 9 MS 3 K - 8 Academies 8 PK - 7 Academies</p> <p>Campuses should: -Integrate plans for AVID professional learning into campus improvement plans</p>		<p>Director Advanced Academics District AVID Coordinator District AVID IS Offices of HS, MS and ES Leadership Office of Professional Learning Campus Leadership Teams along with campus dept. chairs and teachers who are directly linked to the campus DUAL CREDIT classrooms.</p>	<p>Increased student participation and success in AVID course Increase number of students taking DUAL CREDIT courses with success. Increased student participation and success in PreAP/AP/DC courses as measured by enrollment, retention, course grades and AP exam performance</p>				
Funding Sources: 164 - State Compensatory Education (SCE) - 600000.00							

2) In collaboration with the Office of Advanced Academics, campuses will provide College Tutors to serve AVID students at 2 middle schools and 3 high schools to meet AVID requirements of 7:1 ratio (4 tutors per 16 secondary campuses x \$12.00 per hour x 20 hours per week x 32 weeks)		Director Advanced Academics District AVID Coordinator District AVID IS Offices of HS, MS and ES Leadership Office of Professional Learning Campus Leadership Teams	Increased student participation and success in AVID course Increased student participation and success in PreAP/AP/DC courses as measured by enrollment, retention, course grades and AP exam performance				
	Funding Sources: 164 - State Compensatory Education (SCE) - 500000.00						
3) To build capacity for program improvement and create network connections, AVID district staff, campus leadership and AVID elective teachers attend AVID Summer Institute		Director Advanced Academics District AVID Coordinator District AVID IS Offices of HS, MS and ES Leadership Campus Leadership Teams	Turn-key PD delivered after conference Leadership surveys Campus walk throughs				
	Funding Sources: 164 - State Compensatory Education (SCE) - 70000.00						
4) Offer AVID Critical Reading training to all district AVID elective teachers, CCR teachers and ELAR teachers grades 6 - 10. District AVID Coordinator is a certified trainer. \$100/book		Director Advanced Academics District Coordinator for College Readiness/AVID District AVID IS Offices of HS, MS and ES Leadership Office of Professional Learning Campus Leadership Teams	Increased success on hitting target performance for EOC at Final Recommended, on AP exams and on PSAT/SAT/ACT				
	Funding Sources: 164 - State Compensatory Education (SCE) - 25000.00						
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Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 12: Advanced Academics: The Gifted and Talented Education (GATE) Department will provide opportunities for professional development in order to increase teacher capacity in understanding and meeting the educational needs of gifted students.

Evaluation Data Source(s) 12: PD Sign in Sheets

PD tracking documents

Classroom observations of strategies

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide opportunities for professional development focused on gifted students, gifted pedagogy, and issues in gifted education. These opportunities may be face-to-face or online.</p> <p>Campuses can:</p> <ul style="list-style-type: none"> - Encourage teachers to attend training focused on meeting the needs of gifted learners - Collaborate with GATE IS to provide professional development focusing on strategies to meet the needs of gifted learners 		GATE Coordinator GATE Implementation Specialists	-Report indicating number of PD units used -Texas State Plan PD compliance campus binders -PD sign ins -Course certificates -Teachers receive training in compliance with the TX State Plan -Teachers gain confidence in meeting the needs of gifted learners				
	<p>Funding Sources: 165 - Gifted & Talented - 4500.00</p>						
<p>2) Provide opportunities for GATE cluster teachers to attend professional development and conferences outside those offered by the district.</p> <p>Campuses can:</p> <ul style="list-style-type: none"> -Seek opportunities for teachers to attend conferences/PD outside what is offered by the GATE Department -Encourage teachers to attend conferences and professional development that focus on meeting the needs of gifted students 		GATE Coordinator GATE Implementation Specialists	-Conference agendas -Professional development conducted by attendees -Teachers gain confidence in meeting the needs of gifted learners				
	<p>Funding Sources: 165 - Gifted & Talented - 0.00</p>						

3) Provide opportunities for GATE cluster teachers and other teachers who work with GATE students to access the expertise of nationally known professionals in the field of gifted education. Campuses can: - Encourage teachers to attend PD opportunities provided by the GATE Department - Encourage teachers to seek outside PD opportunities in gifted education		GATE Coordinator GATE Implementation Specialists	- PD sign ins - Usage reports - evidence of strategies being applied in classroom instruction - lesson plans, observations - Teachers feel motivated to try new teaching strategies focused on meeting the needs of gifted learners				
	Funding Sources: 165 - Gifted & Talented - 18000.00						
4) Provide opportunities for all teachers who work with GATE identified students to meet in professional learning communities and with GATE implementation specialists for the purpose of developing and improving instructional strategies to meet the educational needs of the GATE students in their classrooms. Campuses can: -Create opportunities for teachers to engage in professional learning opportunities with GATE ISS -Collaborate with GATE ISSs to provide an on campus book study focused on strategies for increasing rigor in the classroom		GATE Coordinator GATE Implementation Specialists	- PLC sign ins - evidence of strategies being applied in classroom instruction - lesson plans, observations				
	Funding Sources: 165 - Gifted & Talented - 4475.00						
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Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 13: Advanced Academics: The Gifted and Talented Education (GATE) Department will develop the professional knowledge and leadership skills of Gifted and Talented Implementation Specialists and the GATE Coordinator.

Evaluation Data Source(s) 13: PD Sign in Sheets

PD Tracking Documents

Observation of GATE ISs delivering PD

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 7 1) Provide membership in professional associations for GATE ISs and GATE Coordinator.		GATE Coordinator GATE Implementation Specialists	-Membership confirmation -GATE ISs have increased access to current research in the field				
Funding Sources: 165 - Gifted & Talented - 1050.00							
Critical Success Factors CSF 1 CSF 3 CSF 7 2) Provide opportunities to attend professional conferences for GATE ISs and GATE Coordinator.		GATE Coordinator GATE Implementation Specialists	-Conference attendance certificates -Evidence of PD developed around PD attended at conferences -Reflective self-assessment of GATE Implementation Specialists				
Funding Sources: 165 - Gifted & Talented - 19059.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 3) Provide opportunities for GATE ISs and the GATE Coordinator to present professional development and conduct information sessions for stakeholders. Campuses can: -Provide opportunities for GATE ISs to conduct PD modules		GATE Coordinator GATE Implementation Specialists	-PD sign in sheets -PLC sign in sheets -Parent meeting sign in sheets -Observed delivery of PD -Survey of PD participants -GATE ISs gain confidence in their ability to lead professional learning sessions				
Funding Sources: 165 - Gifted & Talented - 4500.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 4) GATE Implementation Specialists and the GATE Coordinator participate in book and journal studies centered on professional literature in gifted education.		GATE Coordinator	-Meeting sign in sheets -Observed implementation of recommendations in the literature -Creation of PD modules based on the literature.				
Funding Sources: 165 - Gifted & Talented - 1400.00							

5) GATE Implementation Specialists and the GATE Coordinator have access to professional coaching from experts in the field of gifted education.		GATE Coordinator	-Self-reflection -Observation of GATE Implementation Specialists applying coaching and instructional strategies				
	Funding Sources: 165 - Gifted & Talented - 11000.00						



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Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 14: The JROTC Department Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Evaluation Data Source(s) 14:

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) The JROTC Department will aggressively recruit JROTC and LOTC instructors utilizing all resources available such as: US Army JROTC Worldwide Portal, SAISD website, professional organizations, and personal contacts.</p> <p>The JROTC Department will insure the department instructors attend professional training for JROTC instructors.</p> <p>The JROTC Department will insure the department instructors attend professional training for LOTC instructors.</p> <p>The JROTC Department will at a minimum continue to conduct semi-annual department intra-training the department instructors attend professional training for JROTC instructors.</p>		JROTC HQ Staff ie. DAI, CSM and department Secretary					
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Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 15: The SAISD Athletic Department will attract, recruit, hire and retain highly qualified teacher/coaches.

Evaluation Data Source(s) 15:

Summative Evaluation 15:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Athletic Department will recruit teacher / coaches by attending job fairs and advertising head coaching vacancies. The Athletic Department will use consistent protocols that ensure hiring qualified teacher/coaches.		Executive Director of Athletics Todd Howey Assistant Athletic Directors and Program Coordinators: Brian Clancy Barbara Wise Jerry Gonzalez Malachi Nellum Courtney Davis Bruce McCrary Mike Perez	The hiring process will vet the best qualified candidates for our coaching vacancies. The coaches that we hire have success in the classroom and are effective role models for our student-athletes.				
Funding Sources: 199 - Local Maintenance - 0.00							

<p>2) The Athletic Department will ensure that there are set expectations for our coaches and offer support to help them achieve these expectations.</p>		<p>Executive Director of Athletics Todd Howey</p> <p>Assistant Athletic Directors and Program Coordinators: Brian Clancy Barbara Wise Jerry Gonzalez Malachi Nellum Courtney Davis Bruce McCrary Mike Perez</p>	<p>5 Measures of Success.</p> <p>The SAISD Athletic Department will monitor student participation, student attendance, student behavior, student academic performance, and win-loss records.</p> <p>The SAISD Athletic Department will use the Coaches Evaluation Record to evaluate our coaches' yearly performance.</p>				
<p>Funding Sources: 199 - Local Maintenance - 0.00</p>							
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Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 16: The Human Resources Department will redesign it's Human Capital Management System in order to order to ensure higher rates of placement and retention of high quality teachers and principals and improve student performance.

Evaluation Data Source(s) 16:

Summative Evaluation 16:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) -Identify an Educational Consulting Agency (ECA) to redesign the HR HCMS -Create a Dashboard -Utilize data to drive the efficiency and productivity of the HCMS -Implement and monitor Teacher Incentive Funds (TIF) grant through US Dept. of Ed		Associate Superintendent, HR TIF Grant Project Coordinators (2) TIF Grant Committee	-Increase in pre-hiring activities -Data and project reports - Retention rates for teachers and employees				
	Funding Sources: 199 - Local Maintenance - 2800000.00						
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Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 17: OFFICE OF ORGANIZATIONAL LEARNING: Provide opportunities to develop campus leadership through partnerships and onsite programs

Evaluation Data Source(s) 17:

Summative Evaluation 17:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide a structured leadership development opportunity toward the principalship for assistant principals, coordinators, and implementation specialists through the New Leaders Aspiring Principals and Emerging Leaders programs.		Deputy Superintendent Associate Superintendent, Office of Academics Director, Leadership Development	Participants demonstrate the skills necessary for effective campus leadership and are promoted to assistant principal or principal positions				
2) Provide a structured leadership development opportunity to teacher leaders through the Trinity Interns program, a partnership with Trinity University, to offer an innovative and intensive preparation program to become a transformational leader over a 14-month period.		Deputy Superintendent Associate Superintendent, Office of Academics Director, Leadership Development	Participants demonstrate the skills necessary for effective campus leadership and are promoted to assistant principal				
3) Provide a structured leadership opportunity to assistant principals aspiring to lead in urban schools through the ESC-20 Bexar County PREP program by facilitating and coordinating activities and events with district partners and local colleges/universities, providing campus-based experiences, and all resource materials to participants		Deputy Superintendent Associate Superintendent, Office of Academics Director, Leadership Development	Participants demonstrate the skills necessary for effective campus leadership and are promoted to principal				
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Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 18: The Family & Student Support Services will provide for professional learning opportunities department staff to ensure awareness of current changes in local policy, state and federal laws and the impact they have on student learning and achievement.

Evaluation Data Source(s) 18:

Summative Evaluation 18:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6 1) Attendance of local, state and federal conferences that focus on removing social and emotional barriers of our student population that prevent enrollment, attendance and school success.	2.6	all staff	Purchase Orders Conference attendance certificates				
	Problem Statements: Perceptions 4 Funding Sources: 164 - State Compensatory Education (SCE) - 750.00, 199 - Local Maintenance - 2731.00, 206 - McKinney-Vento Homeless ED - 7376.00, 211 - ESEA Title I, Part A - Regular - 5500.00, 271 - Temporary Assistance for Needy Families (TAN - 600.00						
Critical Success Factors CSF 5 CSF 6 2) Staff will attend biweekly staffings enhancing a uniform manner of student services.	2.6	all staff	Staffing agendas sign in sheets				
	Problem Statements: Perceptions 4 Funding Sources: 199 - Local Maintenance - 200.00						
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Performance Objective 18 Problem Statements:

Perceptions
Problem Statement 4: Staff need professional development to work with many students and parents. Root Cause 4: Many students and parents have social emotional needs that go beyond the classroom.





Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 19: Advanced Academics: Dual Credit Program will continue to create Professional Development opportunities for Teachers as well as ensure curriculum training

Evaluation Data Source(s) 19:

Summative Evaluation 19:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue with Dual Credit Training through OnRamps and Chembridge Summer training for 2 weeks (fees, food, transportation)		Director Advanced Academics District Dual Credit Coordinator Campus Principals Campus Secretaries	Dual Credit teachers will have support and supplies to instruct students				
2) Teachers will attend St Philip Professional Development for Dual Credit		District Dual Credit Coordinator Campus Principals SPC Dual Credit Coordinators	Dual Credit teachers will have support and supplies to instruct students				
3) Develop a Dual Credit Manual for all DC teachers		District Dual Credit Coordinator	Dual Credit teachers will have support and supplies to instruct students				
4) Collaboratively develop course planning guide/worksheet for schools to ID active courses for coming school year		District Dual Credit Coordinator Director of Advanced Academics	District will have a better handle on what courses to plan for coming year.				
5) Facilitate quarterly PLC meetings for teachers to share materials and work together on common curriculum as well as create support		District Dual Credit Coordinator Director of Advanced Academics	Dual Credit teachers will have support and supplies to instruct students				
6) Create Relay informational meetings for teachers wanting to get Master's to be eligible for hire from UTSA and Alamo Colleges		District Dual Credit Coordinator Director of Advanced Academics	Teachers' earning Master's degrees				



7) Meet with Counselors to discuss Dual Credit data for individual campuses		District Dual Credit Coordinator	Clearer advising scenario for Dual Credit classes for up coming year.				
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Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 20: State Compensatory Education (SCE) Program: SCE Program will provide professional learning opportunities for all staff in matters of state rules, regulations, and laws regarding the identification, documentation, and academic interventions provided to at-risk students.

Evaluation Data Source(s) 20:

Summative Evaluation 20:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) Provide mandatory professional development for Administrators and staff on the identification of at-risk students and the required auditable supportive documentation as outlined by the State. District SCE Program implementation is outlined in detail for campuses.		SCE Coordinator	District is up-to-date on SCE requirements. 100% attendance by the Point of Contact (POC) of all District and Satellite campuses. Sign-In sheets (Eduphoria) Agenda PowerPoint				
Problem Statements: School Processes & Programs 38 Funding Sources: 164 - State Compensatory Education (SCE) - 4095.00, 199 - Local Maintenance - 2500.00							
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 2) Provide mandatory professional development for Administrators and staff on the At-Risk Management System (ARMS). This software documents all interventions and interactions with the identified at-risk population for the District. District SCE Program implementation is further outlined in detail for campuses.		SCE Coordinator	District is up-to-date on SCE requirements. 100% attendance by the Point of Contact (POC) of all District and Satellite campuses. Sign-In sheets (Eduphoria) Agenda PowerPoint(s)				
Problem Statements: School Processes & Programs 38 Funding Sources: 164 - State Compensatory Education (SCE) - 4095.00, 199 - Local Maintenance - 2500.00							

<div>Comprehensive Support Strategy</div> <div>Critical Success Factors</div> <div>CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</div> <div>3) Provide professional development for specific departments or groups (ie. data clerks) on the identification of at-risk students and the required auditable supportive documentation as outlined by the State.</div>		SCE Coordinator Manager of PEIMS & Data Services	District is up-to-date on SCE requirements. Agenda PowerPoint(s)	<div>100%</div>			
	<div>Problem Statements: School Processes & Programs 38</div> <div>Funding Sources: 164 - State Compensatory Education (SCE) - 4095.00, 199 - Local Maintenance - 2500.00</div>						
<div>Comprehensive Support Strategy</div> <div>Critical Success Factors</div> <div>CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</div> <div>4) Provide professional development for teacher staff on the At-Risk Management System (ARMS). This software documents all interventions and interactions with the identified at-risk population for the District.</div>		SCE Coordinator POC for campus	District is up-to-date on SCE requirements. Agenda PowerPoint(s)	<div>100%</div>			
	<div>Problem Statements: School Processes & Programs 38</div> <div>Funding Sources: 164 - State Compensatory Education (SCE) - 4095.00, 199 - Local Maintenance - 2500.00</div>						
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Performance Objective 20 Problem Statements:

School Processes & Programs
Problem Statement 38: The State Compensatory (SCE) Program needs to reduce the dropout rate for students who are identified as at-risk of dropping out of school. Root Cause 38: Campuses need to accurately identify their at-risk population and provide meaningful emotional, social, and academic interventions that address the needs of each student.

Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 21: Student Support Services will provide learning opportunities for social workers, teacher and childcare providers. Develop pathways to increase leadership capacity. Provide targeted mentorship opportunities.

Evaluation Data Source(s) 21: Purchase orders to pay for professional development.
Mentoring weekly logs with social worker to build capacity.

Summative Evaluation 21:

Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 22: Health & PE will support in recruiting, interviewing, and retain a diverse population of highly effective teachers.

Evaluation Data Source(s) 22: T-TESS evaluations
New Teacher Mentoring Feed back
Informal Observations
Campus Feedback

Summative Evaluation 22:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Balanced Literacy - Elementary: * In grades K-3, teachers will implement a Balanced Literacy Model of Reading and Writing Instruction in a 120 minute block. * Teachers will utilize leveled bookrooms for guided reading instruction and structured independent reading along with classroom libraries and other literacy resources that can be found in the SAISD Digital Eco System. * Teachers will utilize an electronic interactive and adaptive electronic library and reader focused on close reading during literacy stations and structured independent reading as well as during extended school day instruction. (Scholastic; Heinemann Lightsail; Qwill; Other Vendors to support Reading Foundations Instruction as well as reading and writing in elementary grades.)
1	1	2	Readers'/Writers' Workshop Grades 4/5 * In grades 4-5, teachers will implement a Readers'/Writers' Workshop Model of Reading and Writing Instruction in a 120 minute block * Teachers will utilize leveled bookrooms for guided reading instruction and structured independent reading along with classroom libraries and other literacy resources that can be found in the SAISD Digital Eco System. * Teachers will utilize an electronic interactive and adaptive electronic library and reader focused on close reading during literacy stations and structured independent reading as well as during extended school day instruction. Grades 6-8 * In grades 6-8 teachers will implement a Readers'/Writers' Workshop Model of Reading and Writing Instruction in either a block schedule or traditional schedule. * Teachers will utilize leveled and/or lexile aligned literature along with classroom libraries and other literacy resources available through the SAISD Digital Eco System. * 6th grade teachers will utilize an electronic interactive and adaptive electronic library and reader focused on close reading during literacy stations and structured independent reading as well as during extended school day instruction. Grades 9-12 * In grades 9-12 teachers will implement a Readers'/Writers' Workshop Model of Reading and Writing Instruction in a block schedule or traditional schedule. * Teachers will utilize Lexile aligned literature along with classroom libraries and other literacy resources available through the SAISD Digital Eco System. * 9th grade intervention teachers will utilize an electronic interactive and adaptive electronic library and reader focused on close reading during literacy stations and structured independent reading as well as during extended school day instruction. (Scholastic; Heinemann; Lightsail; Qwill; Other Vendors to support reading and writing in intermediate and secondary grades.)

Goal	Objective	Strategy	Description
1	1	3	STAAR/EOC Intervention Elementary/Middle * Students not scoring ""approaches"" or ""meets"" on ELA STAAR may be scheduled into an ELA intervention class utilizing ELA specific intervention instructional materials targeting the tested TEKS. * The intervention classes will provide targeted reading and writing instruction based on the components of readers'/writers' workshop specifically focused on tested TEKS. * For those students not scheduled into an intervention class, intervention will be provided through possible pullout or extended day instruction. * 3rd through 5th grade teachers and 6th grade intervention teachers will utilize an electronic interactive and adaptive electronic library and reader focused on close reading during literacy stations and structured independent reading as well as during extended school day instruction. High School * Students not scoring ""approaches"" or ""meets"" on 8th grade ELA STAAR, English I EOC or English II EOC will be scheduled into an ELA intervention class utilizing ELA specific intervention instructional materials targeting the tested TEKS. * The intervention classes will provide targeted reading and writing instruction based on the components of readers'/writers' workshop specifically focused on tested TEKS. * 9th grade intervention teachers will utilize an electronic interactive and adaptive electronic library and reader focused on close reading during literacy stations and structured independent reading as well as during extended school day instruction. (Lightsail; Heinemann; Mentoring Minds; and other vendors to support STAAR and EOC Intervention)
1	1	4	MTSS Intervention For students reading one or more years below grade level, interventions will be provided either through guided reading/invitational groups or small group instruction with either teachers or master teachers utilizing TEKS aligned resources to include web-based platforms for one-to-one intervention adaptive to students' strengths and needs. (Lightsail; Mentoring Minds; Comprehension Toolkit; Show Me How and other vendors to support Tiered intervention to students.)
1	1	7	INSTRUCTIONAL Specialists will travel to various campuses to provide onsite support in the areas of math, science, social studies, and English language arts through the use of planning, modeling, and coaching

Goal	Objective	Strategy	Description
1	2	1	<p>Elementary * In grades K-3, teachers will incorporate writing into the following Balanced Literacy components: vocabulary/word work; mini-lessons/crafting sessions; structured independent reading/teacher & student conferencing; literacy centers; and writing. In grades 4-5, teachers will incorporate writing into the following Readers'/Writers' Workshop components: vocabulary/word work; minilessons/crafting sessions; structured independent reading/teacher & student conferencing; literacy centers; and writing. * Teachers will utilize leveled bookrooms and classroom libraries to select mentor texts and other literacy resources that can be found in the SAISD Digital Eco System. * Teachers will incorporate the 3 types of writing throughout the entire year: daily, process, and assessment writing. * Teachers will utilize 6+1 Writing Traits with daily and process writing so that they are reflected in successful assessment writing. * Students will write across content areas either through daily or process writing. Middle * In grades 6-8, teachers will incorporate writing into the following Readers'/Writers' Workshop components: vocabulary/word work; mini-lessons/crafting sessions; structured independent reading/teacher & student conferencing; literacy centers; and writing. * Teachers will utilize leveled or Lexile aligned book rooms and classroom libraries to select mentor texts and other literacy resources that can be found in the SAISD Digital Eco System. * Teachers will incorporate the 3 types of writing throughout the entire year: daily, process, and assessment writing. * Teachers will utilize 6+1 Writing Traits with daily and process writing so that they are reflected in successful assessment writing. * Students will write across content areas either through daily or process writing. * Teachers will utilize web-based platform(s) to ensure original writing and to support writing instruction." High School In grades 9-12, teachers will incorporate writing into the following Readers'/Writers' Workshop components: vocabulary/word work; mini-lessons/crafting sessions; structured independent reading/teacher & student conferencing; literacy centers; and writing. * Teachers will utilize leveled or Lexile aligned book rooms and classroom libraries to select mentor texts and other literacy resources that can be found in the SAISD Digital Eco System. * Teachers will incorporate the 3 types of writing throughout the entire year: daily, process, and assessment writing. * Teachers will utilize 6+1 Writing Traits with daily and process writing so that they are reflected in successful assessment writing. * Students will write across content areas either through daily or process writing. * Teachers will utilize web-based platform(s) to ensure original writing and to support writing instruction. (Scholasti; Qwill; Heinemann; Turnitin; and other vendors to provide writing instruction, intervention, and remediation at all grade levels.)</p>
1	4	1	Increase participation in credit recovery and STAAR intervention programs for identified students
1	4	2	Communicate and contribute to developing procedures, non-traditional options, implementations and timelines to district wide stakeholders
1	4	3	Implement a dropout credit recovery lab and dropout satellites for students to return and complete their high school diploma. Teacher training for implementation of online course
1	4	4	Provide training, materials, and resources regarding district-wide drop out prevention

Goal	Objective	Strategy	Description
1	13	4	Communicate and contribute to developing procedures, non-traditional options and timelines to district wide stakeholders on implementing a dropout credit recovery lab and dropout satellites for students to return and complete their high school diploma and STAAR intervention programs for identified students. Students will be provided supplies, materials, technology and resources to support educational health & wellness. Implement an online learning handbook that includes a guide to best practices in online teaching/learning, documentation of procedures and policies, and courses available through online learning.
1	13	5	Implement the Edgenuity MyPath online intervention program for Reading / Math Intervention, which uses students RTI scores from NWEA tests to specially identify areas of need. Implement the use of Edgenuity Instructional Support which provides supplemental online courses to support student success. Provide educational health & wellness materials, supplies for students, and charts for monitoring online course work progress. It will support the students at campuses: Davis, Harris, Irving, Longfellow, Lowell, Page, Poe, Rhodes, Rogers, Tafolla, Whittier and Japhet academy. Evaluate: Quarterly at-risk student data to determine trends in student attendance, grades, dropouts and students on track to graduate in 4 years. Evaluate: NWEA reports, PEIMS reports, CMR, performance review, student attendance and enrollment numbers.
1	13	6	Provide resources to the campus to transport students to CafeCollege, college universities, and educational visits as part of the exposure for students who are at-risk and participating in the Middle School Partners program
1	13	7	Provide professional development to at-risk teachers and leadership regarding successful implementation of online courses, materials, and resources regarding district-wide drop-out prevention, credit recovery/ attainment program, and Middle School Partners. Professional development opportunities will be available to any online learning professional every 9 weeks to work more effectively/efficiently with the online credit course program to yield a high performing learning lab. To include conferences that address current dropout prevention strategies and high yield online strategies, and best practices.
1	13	8	Coordinate and provide online curriculum courses and updates to support traditional and non-traditional campus learning labs with the use of Edgenuity LMS. Use Dashboard and Manage Enrollments to monitor student progress, set daily/weekly progress goals with student, hold student led conferences, use data walls, and celebrate student success. Utilize online credit attainment courses for students wishing to accelerate. Implementation of high yield instructional strategies to increase student success and online course completion.
1	17	1	Conduct and attend professional learning that enhances literacy and biliteracy, the ELPS, EL strategies, Sheltered Instruction in the content area, Certification Pathway, technology and strategic planning; provide professional learning to Bilingual/ESL teachers, General Education teachers (k-12), administrators, district and campus staff, LPAC coordinators and principals
1	17	2	Continue to implement the SAISD Bilingual redesigned DL program models and continue with ESL Redesign Committee
1	17	4	Continue to implement web-based application for LPAC documentation and support
1	17	5	Provide technology, supplies and materials for the instruction of English Learners
1	17	6	Provide supplemental staff (Bilingual/ESL coordinators, Instructional Specialists, Data Specialist, Certified Retired teachers, instructional assistants, and substitute teachers) to support ELs and teachers
1	17	7	Provide parent education opportunities at the district and campus level

Goal	Objective	Strategy	Description
1	17	8	Offer summer academies/enrichment camps for Bilingual/ESL students in elementary and secondary
1	21	1	Through monthly Lead4ward training sessions, principals and teachers will refine their PLC practices by using PLC protocols and instructional practices.
1	22	1	The District Shepherd will calibrate using the E3 observation tool with the campus administrative team by conducting classroom visits together, checking for COLOSO and then discussing observations and potential feedback to the teacher.
1	33	3	The special education department will provide differentiated support to campus service providers through a system of personal coaching and professional development
1	34	1	The special education department will provide differentiated support to campus service providers through a system of personal coaching and professional developmen
1	35	1	Build and Increase leadership capacity among teacher leaders by providing professional development in the areas of leadership and content deepening to include technology integration for Department Chairs and Academic Lead Teachers.
1	35	2	Deepen content and pedagogical knowledge by providing professional development to teachers, Implementation Specialists and administrators of best practices of research based instructional strategies and data driven decisions.
1	35	3	High School Teachers will implement Mathematics Design Collaboration (MDC) framework to help them improve instructional and student learning. Framework designs encourage teacher collaboration and creativity; offers flexibility/lesson strategies for building lessons and become problem solvers. (High School)
1	35	4	Provide a comprehensive plan for student support and alignment of instructional curricular resources by developing STAAR and EOC intervention curricular resources and professional development of best data driven instructional practices and strategies.
1	35	5	Deepen Content and pedagogical knowledge of mathematics, special education and EL teachers who support mathematics, through planning module videos that take teachers through the process of deconstructing the TEKS, writing Language Objectives, Content Objectives and Social Emotional Objectives, writing essential questions and breaking down the unit with the end in mind. (Grades 3-5)
1	35	6	Develop and maintain an assessment philosophy which supports differentiation for individual students needs by training and supporting the use of Eduphoria for data collection, analysis and making instructional decisions and providing training around the development of formative, summative, and performance-based assessments used for student growth and feedback
1	36	2	Provide professional development in the areas of leadership, content deepening, book studies, and STAAR/EOC readiness to include technology integration for Academic Coordinating Teachers and Department Chairs
1	36	3	Implement flexible pedagogy to increase rigor in science by providing high quality, standards-aligned instructional resources and professional development promoting inquiry based investigations and student-centered cooperative activities.

Goal	Objective	Strategy	Description
1	36	4	Integrate Instructional Technology into science by providing online instructional resources to students in the SAISD digital ecosystem and professional development for science teachers to facilitate the use of interactive online content.
1	36	5	Integrate instructional technology into science by providing electronic data collection equipment and graphing software and providing professional development for science teachers to facilitate the use of technology by students to analyze and present scientific results.
1	36	6	Implement flexible pedagogy to increase rigor in science by providing professional development on process standards and supporting scientific claims in writing with evidence and reasoning.
1	36	7	Ensure relevant curriculum and assessment by providing EOC Biology remediation support that addresses specific standards for retesters
1	40	1	The district will utilize tutors to help support the needs of each campus in efforts to reduce the widest achievement gaps in reading and math. In addition, as teachers attend professional development and are provided job-embedded professional development, they will be allocated substitutes. The district will also provide substitutes during planning days and for extended PLCs, as needed to inform instruction.
1	40	2	Contracted services regarding the Gradual Release of Responsibilities framework, content specialists, balanced literacy, and collaborative learning will be provided to support staff and administrators. Professional development that supports whole school transformation will be provided. Additionally, support in the areas of 21st century learning, specially in digital learning tools and content will be provided to increase human capacity and ultimately increase student achievement for all sub. populations. (such as ESC - 20, Modern Teacher, UVA, Tools for Great Teachers, Lead4ward).
1	40	3	Provide campuses with materials and supplies to supplement and enhance classroom learning environments will be purchased to support the TEKS Resource System. Curriculum supplements such as books, technology devices, and other digital media will be purchased to augment Tier 2 and Tier 3 interventions.
1	40	4	In and out of state travel will be covered for both campus and district staff in order to attend professional development opportunities in the areas of math and reading. We will also cover travel costs to provide leadership training and turnaround school efforts.
1	43	1	Lead4ward training and support designed to help teachers, campus leaders, and implementation specialists utilize data to focus the design and implementation of effective lessons to increase student achievement
1	45	5	Provide specialist training and support around implementing a digital library (such as Lightsail) for Priority and Focus campuses, which includes TIF campuses.
1	51	1	Provide appropriate placement/programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, online migrant coursework, credit recovery (Nova Net, Plato, FLEX, night school, etc.) summer school, or community resources/services.
1	51	2	ESC-20 MEP staff and district staff will coordinate to provide resources and tools to promote student academic success.

Goal	Objective	Strategy	Description
1	51	3	Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow tihe PFS students.
1	51	4	Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs. Videos, Face to Face interviews.
1	66	1	Develop an organized, detailed SCE Program for the District. This encompasses setting timelines, professional development dates, updating/revising procedures, and establishing Point of Contacts (POCs) at each campus. Successful program implementation will provide accurate identification and quality supplemental instruction to at-risk students.
1	66	2	Coordinate the creation of a District readiness assessment rubric for grades Head Start, PK - 3 and bilingual to identify at-risk students. Relevant, quality instruction may then be provided to this population of students.
1	66	3	Provide quality reports to all campus and District personnel on students identified as at-risk throughout the academic year. Data is monitored and used to drive instruction and campus decisions.
2	23	1	Conduct training and awareness workshops covering children who are homeless, in foster care and former foster youth detailing the following: a. Identification b. Immediate Enrollment c. Removal of Barriers d. Dispute Resolution e. School choice f. Transportation g. Accessibility to educational services and h. Unaccompanied youth
2	23	2	Assist school counselors to provide assistance to homeless, foster youth in care and former foster youths in preparation of and improve their college readiness.
2	23	3	Work to create and/or strengthen policies supporting a. dispute resolution process b. counselor visits for college readiness of homeless children and youth c. accessing academic and extracurricular activities d. credit for full or partial coursework e. access to preschool programs for children in homeless situations and in foster care.
2	24	1	SSA districts will develop a set of written procedures that outline a variety of strategies for migrant students with late entry and/or early withdrawal and saved course slots in elective and core subject areas. (Required activity "m")
2	24	2	Collect and analyze sources of student data (transcripts, testing data) to determine progress towards graduation.
2	24	3	Provide an opportunity for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational needs.
2	24	4	Identify dropout students/out-of-school youth (OSY) and provide information regarding options for obtaining diploma/GED.
2	24	5	Identify state, federal, and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental.
2	24	6	Provide parents of PFS students an update on the academic progress of their child.
2	24	7	Provide parents of PFS students information about available community and/or social services.
2	27	1	Collaborate with Technology & Management Information Systems (Office of Data Warehouse) to streamline the At-Risk Management System (ARMS) for all users and make all updates for the next school year.

Goal	Objective	Strategy	Description
2	27	2	Collaborate with Technology & Management Information Systems (Office of PEIMS and Student Data Services) to ensure accurate identification, documentation, and coding of at-risk students by campuses.
2	27	3	Collaborate with Family & Student Support Services to ensure accurate identification, documentation, and coding of at-risk students by campuses.
2	27	4	Collaborate with School Age Parenting Program (SAPP) to ensure accurate identification, documentation, and coding of at-risk students by campuses.
2	27	5	Collaborate with Office of Academics to ensure accurate identification, documentation, and coding of at-risk students (Head Start, PK-3) by campuses.
2	27	6	Collaborate with Accountability, Research, Evaluation & Testing to develop accurate informative, and relevant data resources concerning the at-risk population.
3	23	1	Work with family one on one in support of their understanding of their children rights based on state and federal regulations.
3	23	2	Create community partnerships with local service providers, community resources and the faith based community in support of the student and family.
3	24	1	Provide all parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness.
3	24	2	Provide parents of PFS students with the knowledge of local and state requirements for promotion, graduation, and post-secondary opportunities.
3	24	3	Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).
3	25	1	Using the At-Risk Management System (ARMS), core teachers will document and implement interventions for identified at-risk students. Core teachers communicate their supplemental educational program to the parents and are required to review each at-risk student's interventions a minimum of twice per academic year.
4	4	1	Conduct quarterly file reviews of all ongoing worker's compensation claims with TPA to develop case strategy, evaluate reserves, review course of action and assign disposition.
4	5	1	1. Apply consistent pay practices which comply with Federal and State Requirements - document standard processes and business practices - maintain proper record-keeping for pay actions - provide FLSA training - revise and publish the 2018-19 Compensation Guidelines 2. Utilize local and federal funds effectively - Participate in compensation surveys - Review survey results to ensure SAISD pay practice competitiveness - Recommend changes to pay structure & practices, as appropriate, based on the competitive market
4	8	1	Students in homeless situations based on the McKinney Vento law; in foster care based on Title 1; and the general population of students at risk will be provided support services from department social workers to include the following services: a. school supplies b. transportation through the local metro transit system c. uniforms d. work stipends e. parent transportation

Goal	Objective	Strategy	Description
4	11	1	Provide professional development and ongoing communication for administrators, staff, and District personnel on all rules, regulations, laws, and updates pertinent to the SCE Program.
4	11	2	Stay current with all rules, regulations, and laws associated with the SCE Program.
4	11	3	Evaluate each campus on the implementation of the SCE Program by conducting a formal visit (audit) and end-of-the-year summative.
4	11	4	Coordinate and ensure "snapshot" data for at-risk students is collected in a timely, orderly manner.
4	11	5	Submit the SCE Evaluation to TEA as required by law.
5	18	1	Attendance of local, state and federal conferences that focus on removing social and emotional barriers of our student population that prevent enrollment, attendance and school success.
5	20	1	Provide mandatory professional development for Administrators and staff on the identification of at-risk students and the required auditable supportive documentation as outlined by the State. District SCE Program implementation is outlined in detail for campuses.
5	20	2	Provide mandatory professional development for Administrators and staff on the At-Risk Management System (ARMS). This software documents all interventions and interactions with the identified at-risk population for the District. District SCE Program implementation is further outlined in detail for campuses.
5	20	3	Provide professional development for specific departments or groups (ie. data clerks) on the identification of at-risk students and the required auditable supportive documentation as outlined by the State.
5	20	4	Provide professional development for teacher staff on the At-Risk Management System (ARMS). This software documents all interventions and interactions with the identified at-risk population for the District.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)