

San Antonio Independent School District

Department Plan

2021-2022 Department Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

Vision

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all of our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments and core values that guide us in our daily practices.

Value Statement

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity

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Respect
Teamwork

Core Beliefs

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

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Priority Problem Statements

Problem Statement 3: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members.

Root Cause 3: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.

Problem Statement 3 Areas: Demographics

Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready.

Root Cause 1: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Overall daily online usage offered to teachers and students has dropped 39%, and attendance for afterschool programs that offer STEM and integrated lessons has also dropped 40%.

Root Cause 2: As a district, we are still improving how we deploy electronic and analog materials, building lines of communication, supporting our communities and campuses on the availability of online resources, how they work, and the advantages for students attending an afterschool program.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 5: As a district, enrollment has dropped by 7% since 2019.

Root Cause 5: Need to strengthen community outreach and marketing of SAISD campuses and programs.

Problem Statement 5 Areas: Demographics

Problem Statement 4: During the past three years, 68% percent of all campus improvement plans were not aligned to federal and state compliance requirements.

Root Cause 4: As a district, there are inconsistent improvement planning supports, training, best practices, and implementation.

Problem Statement 4 Areas: School Processes & Programs

Goals

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 1: (MTSS) Increase number and quality of intervention plans documented by 25% by the end of the year.

Targeted or ESF High Priority

Evaluation Data Sources: By the end of the first 9 weeks, 100% of Campus MTSS Coordinators will have BOY training
Release of updated MTSS handbook by August 2021

Strategy 1 Details	Reviews			
<p>Strategy 1: Support the growth of all students along their personal learning continuums across academics and behavior. Provide guidance, support, and interpretation of federal, state, and local policy to facilitate effective district and campus implementation. Provide high-quality professional learning and resources aligned with district needs and MTSS vision as created by the MTSS Task Force. Create and maintain an SAISD MTSS Website Create and maintain an SAISD MTSS Handbook inclusive of general best practices, academics, behavior, ELL, and speech-language guidance.</p> <p>KPI/Metric/Measure: By the end of the year, 100% of MTSS Campus Coordinators will have been trained on the processes and programs of MTSS. Release of updated MTSS handbook by August 2021 Staff Responsible for Monitoring: MTSS Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Local Mileage - 199 - Local Maintenance - \$3,000, Operational Costs, Materials, and Print Shop - 199 - Local Maintenance - \$1,000, Region 10 Power Up Conference (MTSS Director & MTSS Coordinator) - 199 - Local Maintenance - \$1,880</p>	Formative			Summative
	Oct	Jan	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a high quality MTSS platform that is aligned with district needs and MTSS vision as created by the MTSS Task Force.</p> <ul style="list-style-type: none"> - supports parent communication and intervention letter templates - supports intervention planning components: SMART goal statements, activities/strategies, and progress monitoring - stores records such as IGC, SSI, GPC/AIP, and early reading inventories - provides a resource library to teachers - supports collaboration and differentiation - provides administrative functions that facilitate active monitoring and support of campus staff. <p>Provide high quality professional development and on-going support.</p> <p>KPI/Metric/Measure: 8,000 intervention plans documented in the MTSS platform by Dec 2021</p> <p>11,000 intervention plans documented in the MTSS platform by May 2022</p> <p>System audit - 75% of plans will have all 3 critical components by Dec 2021</p> <p>System audit - 100% of plans will have all 3 critical components by June 2022</p> <p>Staff Responsible for Monitoring: MTSS Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Student License (MTSS) - 164 - State Compensatory Education (SCE) - \$269,000, technology Implementation Fee - 164 - State Compensatory Education (SCE) - \$22,560, BrM Professional Learning - 164 - State Compensatory Education (SCE) - \$42,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members.</p> <p>Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)





Performance Objective 2: (SIFSP) 100% of all district academic departments and campuses will maintain their Comprehensive Needs Assessment (CNA) and Improvement Plans, ensuring that they are aligned to best practices and compliant with state and federal law.

Targeted or ESF High Priority

Evaluation Data Sources: District Improvement Plan / Campus Improvement Plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Support district and campus leadership capacity in the development of their improvement plans by conducting professional development on the critical components of the comprehensive needs assessment and improvement plan; creating a feedback cycle and timeline for review; providing ongoing training opportunities throughout the school year focused on developing, revising, and monitoring the improvement plans; and maintain procedures and forms on the SAISD SharePoint.</p> <p>KPI/Metric/Measure: By August 2021, the district DIP and all campus CIPs will have received an initial feedback report - By November 2021, all campus CIPs will have received board approval - By February 2022, 100% of campuses will have received training on conducting a CIP Program Evaluation as measured through Performance Matters - By the end of February 2022, 100% of district Departments will have engaged in the DIP training session as measured through Performance Matters - By the end of April 2022, 100% of district campuses will have engaged in CIP training sessions as measured through Performance Matters - By the end of June 2022, 100% of district campuses will have submitted a draft CIP in Plan4Learning</p> <p>By August 2021, all stakeholders (principals, secretaries, and FACE specialists) will receive a beginning of the year federal programs overview - By August 2021, 100% of Federal Programs forms, samples, and templates will be updated and posted on the SAISD SharePoint - By December 2021, 100% of Title IA campuses will have an initial campus compliance review - By June 2022, 100% of Federal Programs forms, samples, and templates will be revised and updated for the 2022-2023 school year</p> <p>Staff Responsible for Monitoring: School Improvement and Federal & State Programs staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Plan4Learning Platform - 199 - Local Maintenance - \$49,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Consult with Private Non-Profit Schools during the grant planning process, initial consultations, and follow up consultations to address needs throughout the school year - Collaborate with ESC 20 to provide Title IA and Title II services to Private Non-Profit Schools - Support Private Non-Profit Schools with federal compliance for expenditures made with federal funds</p> <p>KPI/Metric/Measure: By August 2021, 100% of Private Non-Profit Schools will receive an initial consultation</p> <p>By September 2021, 100% of Private Non-Profit Schools will complete the Affirmation of Consultation By September 2021, 80% of Private Non-Profit Schools will complete their Campus Needs Assessments By December 2021, 100% of Private Non-Profit Schools will have a minimum of 3 consultations By May 2022, 100% of Private Non-Profit Schools will have a minimum of 3 consultations</p> <p>Staff Responsible for Monitoring: SIFSP Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To keep abreast of improvement planning systems and best practices, the SIFSP team will be provided professional development opportunities.</p> <p>KPI/Metric/Measure: Attendance to various conferences and sessions, implementation of practices learned, and observation - feedback cycles from supervisor on level of implementation success.</p> <p>Staff Responsible for Monitoring: Senior Executive Director SIFSP</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: SCE Professional Development - 164 - State Compensatory Education (SCE) - \$2,500, ESC 20 Training for SCE Program Staff - 164 - State Compensatory Education (SCE) - \$1,000, Professional Development for Eric - 199 - Local Maintenance - \$5,000, ESC 20 - Professional Development for Eric - 199 - Local Maintenance, Professional Development SIFSP Staff - 287 - ESEA - Consolidated Administrative Fund - \$20,000, ESC 20 Training for SCE Program Staff - 287 - ESEA - Consolidated Administrative Fund - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Program staff will provide onsite campus support in the areas of school improvement and federal compliance.</p> <p>KPI/Metric/Measure: Meeting agendas, campus artifacts including the CIP.</p> <p>Staff Responsible for Monitoring: SIFSP Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Local Mileage - 164 - State Compensatory Education (SCE) - \$1,000, Local Mileage - 287 - ESEA - Consolidated Administrative Fund - \$1,000, Supplies - 164 - State Compensatory Education (SCE) - \$1,000, Supplies - 199 - Local Maintenance - \$1,000, Supplies - 287 - ESEA - Consolidated Administrative Fund - \$3,500</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: In order to ensure integration of the ESF framework into CIPS and fidelity to strategies, the SIFSP Team will work with Cohort Wicker by - Every member of the SIFP team will join one CLT within the Wicker CoHort of schools. - Conduct professional development for all campus leadership teams (CLTs) on the ESF systems and processes. Utilize funds to support the principal cohort - Work with all campuses to ensure that 100% of their At-Risk students have been identified - Facilitate POP Walks to provide campuses and campus leaders feedback on the integration levels of the TIP</p> <p>KPI/Metric/Measure: Meeting agendas, campus artifacts including the CIP.</p> <p>Staff Responsible for Monitoring: SIFSP Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Supplies - 199 - Local Maintenance - \$3,000, Local Mileage - 199 - Local Maintenance - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: During the past three years, 68% percent of all campus improvement plans were not aligned to federal and state compliance requirements. Root Cause: As a district, there are inconsistent improvement planning supports, training, best practices, and implementation.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS





Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 3: (Fine Arts) Through improving the fine arts program capacity and effectiveness, there will be a 2% increase in Fine Arts participation and a 5% increase in the student success rate in evaluations and contests by the end of the year.

Evaluation Data Sources: UIL results, DEAL results, VASE results, and SAISD Assessment Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the number of students who participate in a fine arts class by: Supporting the academy expansion - Continue to staff smaller programs with CSIs (Contract Services Instructors) - Recruit additional area fine arts organizations to increase the size of the talent pool - Create and Implement a district-wide recruiting plan - Send K-5 students to the Tobin for different performances, piquing their interest before signing up for secondary electives - Continue to fund and support the Sam Houston Steel Drums organization - Support the campus restructuring by staffing middles schools with more FTEs</p> <p>KPI/Metric/Measure: District fine arts participation data at the end of the 1st and 3rd 9-weeks grading period - Fine Arts Participation at campuses that receive instruction from CSIs - Number of students who attend Tobin performances - Track the number of students and campuses that participate in Tobin Performances - Enrollment in the Sam Houston Steel Drum Program - Number of performances by the Sam Houston Steel Drum Ensemble</p> <p>Staff Responsible for Monitoring: Fine Arts Department</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Sam Houston Steel Drums - 199 - Local Maintenance - \$12,000, Academy CSIs/Contracted Services - 198 - TRE - \$907,881</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Support the quality of SAISD's fine arts programs by: - Purchase the necessary supplies and equipment for the instrument repair shop - Provide for the following fine arts office-related expenses (Technology & Printing Expenses) - Equipment Leasing - Awards, such as the Holiday Card Contest - Purchase new uniforms for all performing programs to include Annual Marching Band Rotation, Annual Dance and Spirit Team Rotation and As many Mariachi, Choir, Orchestra, and Concert Band organizations as we can afford - Mileage reimbursement for office staff - Student and teacher participation and entry fees associated with the annual Mariachi Vargas festival - Provide funds for our Artists in Education who provide additional in-classroom support for fine arts teachers - Funds for fine arts staff to travel to conferences - Acquire fine arts and UIL related information - Recruit teachers to the district Provide a summer Kodaly workshop for SAISD elementary music teachers - Provide substitutes to cover for fine arts teachers when participating in fine arts-related activities - Continue to provide funds for the following for each comprehensive high school: Colorguard instructor, Percussion instructor, Drill Writer, and Instrumental instructors - Continue to provide for SAISD's fine arts campus supplies - Continue to replace old instruments and equipment - Provide for the Personal Protective Equipment necessary to have secondary music rehearsals during the COVID-19 pandemic</p> <p>KPI/Metric/Measure: Scheduled uniform purchases by the end of the fall semester Entry fees paid on time Track the number of incidents/campuses reported by AIEs Maintain a summary of findings from these reports Track the number and % of elementary music teachers with Kodaly Certification Track the size and success of all color-guard programs Track the visual scores from marching contests</p> <p>Staff Responsible for Monitoring: Fine Arts Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: State Level Expenses - 199 - Local Maintenance - \$10,000, Instrument Repair - 199 - Local Maintenance - \$36,737, Instructional Supplies and FA Event Operating Expenses/Rentals - 199 - Local Maintenance - \$65,103, Uniforms - 199 - Local Maintenance - \$400,000, Letter Jackets - 199 - Local Maintenance - \$34,000, Mileage Reimbursement - 199 - Local Maintenance - \$942, Mariachi Vargas - 199 - Local Maintenance - \$10,000, Artists in Education - 199 - Local Maintenance - \$50,000, Fine Arts Department Staff Travel - 199 - Local Maintenance - \$14,193, Kodaly Workshop - 199 - Local Maintenance - \$10,000, Substitute Teachers - 199 - Local Maintenance - \$1,400, Marching Band Contracted Services - 198 - TRE - \$322,000, Campus Supplies - 198 - TRE - \$316,246, Instruments & Equipment (bond) - 198 - TRE - \$1,000,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Support Student Success at Fine Arts Related Assessments and contests by: - Paying for student and teacher travel for events outside the San Antonio area and for advancing events - Pay for Judges and consultants who will run the following contests and assessments - Pre UIL for Band, Choir, Orchestra - District Mariachi Assessment - District Dance and Spirit Team Assessment - Theatre Pre UIL - Continue to provide \$100,000 for SAISD's fine arts entry fees</p> <p>KPI/Metric/Measure: UIL Contest Results, DEAL Contest Results, VASE Contest Results, and District Assessment Results</p> <p>Staff Responsible for Monitoring: Fine Arts Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Student Transportation - 199 - Local Maintenance - \$5,000, Fine Arts Registration & Membership Dues - 199 - Local Maintenance - \$8,150, Judges & Consultants - 199 - Local Maintenance - \$41,615, Campus Entry Fees - 198 - TRE - \$100,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Expand and re-establish Ballet Folklorico and Mariachi programs in the district, allowing for greater student involvement in the arts and promoting student success.</p> <p>KPI/Metric/Measure: Quarterly checks on purchase and use of materials and growing programs identified</p> <p>Staff Responsible for Monitoring: Fine Arts Department</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Mariachi CSI , Folklorico CSI, Mariachi Uniforms and Supplies , & Folklorico Uniforms and Supplies - 282 - ESSER - \$381,172</p>	Formative			Summative
	Oct	Jan	Apr	June
	0%	0%	0%	
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide Band, Choir, Orchestra, Mariachi, Visual Art, Theatre, Dance, and Spirit Organization summer camps for students</p> <p>KPI/Metric/Measure: Attendance - Enrollment - Completion Rates</p> <p>Staff Responsible for Monitoring: Fine Arts Department</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Summer Camps - includes, but not limited to student t-shirts, healthy snacks, contracted services, supplies, and employee payroll - 282 - ESSER - \$544,112</p>	Formative			Summative
	Oct	Jan	Apr	June
	0%	0%	0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members.
Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 4: (EdTech/ExDay) By the end of the 4th nine weeks, overall district usage of digital resources and platforms in ClassLink will be at 85% by teachers and students and provide high-quality models and exemplars to support 100% of teachers in designing learning experiences that empower students to take ownership of their learning by integrating digital tools for authentic, interactive and engaging learning.





Targeted or ESF High Priority

Evaluation Data Sources: ClassLink Analytics

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide global account management including, but not limited to data migration, data reconciliation, resolution, and user connection of Single Sign-On (SSO) platform including: Establishing a timeline for transitioning data from the 2020-21 school year to the 2021-22 school year and coordinating the transition with established vendors Student data pre-processing and validation Reconciliation and processing of Frontline data that exceeds established ClassLink safety thresholds Work with PEIMS and Talent Management to modify Frontline data provided to ClassLink to improve student and teacher learning experiences. Create and document manual data transformations to accommodate unique situations on campuses not supported by the conventional Frontline data structure Diagnosing data issues/errors and customizing data solutions Managing SSO real-time support through self-reporting e-form database with automated work-flow for products maintained by other departments Completing and maintaining the SSO Manual</p> <p>KPI/Metric/Measure: By August 2, 2021, 100% of teachers and students included in the Frontline data will have login access through Active Directory to ClassLink as measured by Analytics and Roster Report. (Rollover date- July 1-16, 2021) By the end of the 1st grading period, the department will launch 95% of all digital content available for provisioning on the SSO; BOY analytics. By the end of the 4th nine weeks, overall district usage of digital resources and platforms in ClassLink will be at 85% by teachers and students, as evidenced by statistics in ClassLink Analytics. By the end of the 4th nine weeks, there will be an increase in the overall SSO Help desk Resolution Rate (BOY, MOY, EOY) Usage Reports (Semester Use and Analytics) Staff Responsible for Monitoring: DISWS Coordinator and staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 Funding Sources: Service: ClassLink - Single Sign-On System - 410 - TIMA - \$120,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Create an onboarding process for district and campus-based digital purchases. Document onboarding processes as part of the EdTech/ExDay Handbook, Manual and Resources Spreadsheet (under construction/revision)</p> <p>Update the Instructional Resource Catalogs to inform campuses and departments of proper software purchase and onboarding processes</p> <p>Provide access to Analytics for campus and district-level administrators to inform future digital resource purchases</p> <p>Provide usage reports to campus and department administrators at the end of each grading period to inform them of digital resource usage</p> <p>Diagnose issues and troubleshoot student, teacher, and administrator access to digital resources</p> <p>KPI/Metric/Measure: By the end of the 1st grading period, 100% of schools will use the software approval process to request software prior to purchase and provisioning through SSO (BOY, MOY, EOY) analytics. By the end of each grading period, usage reports on digital resources will be available, based on Classlink Analytics data and provided to school and district administration.</p> <p>Staff Responsible for Monitoring: DISWS Coordinator and staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: FlipHTML5 - 199 - Local Maintenance - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide consistent and accurate information on system availability and use of Single Sign-on by - Informing staff, parents, and students of available digital resources. Maintain the district Instructional Resource Catalog, including Software Approval Process and Onboarding information Maintain and expand the EdTech/ExDay SSO Support website with program documentation, self-service support, new resources available, and cross-promotion. Provide cross-department graphic design support for Digital Learning Playground and projects as needed. Create asynchronous professional learning sessions, including videos and PDF reference materials for Performance Matters How to Onboard Applications Using Analytics for Teachers Using Analytics for Administrators Using Teacher and Student Backpack Generating and Using QuickCards Support continued transition and updating for Academic Websites.</p> <p>KPI/Metric/Measure: By August 2, 2021, 100% of teachers and students included in the Frontline data will have login access through Active Directory to ClassLink as measured by Analytics and Roster Report. Staff Responsible for Monitoring: DISWS Coordinator and staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1 Funding Sources: Venngage Subscription - Required for training materials and usage reports - 199 - Local Maintenance - \$300, Adobe Stock Subscription Required for training materials and web development - 199 - Local Maintenance - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>
School Processes & Programs
<p>Problem Statement 1: Overall daily online usage offered to teachers and students has dropped 39%, and attendance for afterschool programs that offer STEM and integrated lessons has also dropped 40%. Root Cause: As a district, we are still improving how we deploy electronic and analog materials, building lines of communication, supporting our communities and campuses on the availability of online resources, how they work, and the advantages for students attending an afterschool program.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 5: (EdTech/ExDay) By the end of the year, the department will provide high-quality professional development to support 100% of teachers to build technology application integrations that support hybrid and blended learning models.

Targeted or ESF High Priority

Evaluation Data Sources: Session surveys, classroom implementation rates, and feedback from instructional leaders.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a robust selection of technology-based (TA:-TEKS) professional development aligned to the Digital Learning Plan and Future-Ready Pathways for directors, instructional coaches, specialists, district coordinators, librarians, teachers, clerical and staff through the following: Provide training via Tech Tuesdays, SMART Wednesdays, Night School Thursdays, Ready Tech Go Conference, Lunch and Learn's, EPIC Saturdays, PD in PJ's, SEAD Conference, Instructional Leadership Academy, Clerical Academy, ECE, etc. Refine and build additional courses for SAISD Future-Ready PD ePortal for asynchronous learning to support teachers with blended learning readiness and software initiatives (Canvas, Swivl, SMART, etc.) Create and host a playlist of short instructional videos on the Ed Tech YouTube Channel (Awesome Table) demonstrating high impact technology integration tips, tricks and practices Conduct a Future Ready teacher survey to establish teacher baseline data for technology integration and measure growth districtwide in 2021-22 Provide support and professional development to the Verizon Innovative Learning campuses Coordinators and Ed Tech IS's will collaborate with campuses to plan and provide Future-Ready personalized campus-based professional development Cultivate professional network, skillset, knowledge and awareness of current trends to positively impact districtwide PD by attending professional learning conferences, coursework, institutes, joining personal learning networks, self-study courses, and specialized workshops Represent SAISD by presenting at local, state and national conferences or by submitting a blog or article to educational technology websites/organizations.</p> <p>KPI/Metric/Measure: By the end of the 2nd nine weeks, our Lighthouse 1.0 and 2.0 campuses would have attended a technology-based professional development session aligned to a Future- Ready pathway (MOY, EOY participation analytics). Throughout the 2021-22 school year, Ed Tech Portal course development will occur at 1 eCourse per month (plan completion and timelines data). By the end of the 2nd nine weeks, a YouTube video playlist will be created with a minimum of 5 videos and accessible to teachers on the Ed Tech website (YouTube viewer Analytics). By the end of the 4th nine weeks 70% of teachers will complete a BOY and EOY on technology levels of integration skills survey. By EOY, 100% of VILS coaches will have completed a technology integration training cycle (TOT analytics) By the end of the 4th nine weeks, 100% of all campuses will have representation in personalized</p>	Formative			Summative
	Oct	Jan	Apr	June

campus-based PD session (PD analytics).

By EOY, coordinators and Ed Tech specialists will participate in at least 3 Professional Learning opportunities (Performance Matters user transcripts and Professional ePortfolios).

By EOY, coordinators and Ed Tech specialists will submit to present in at least one local, state or national conference or submit a blog/article to a website/organization (Performance Matters user transcripts and Professional ePortfolios).







Staff Responsible for Monitoring: EDTECH Coordinators and staff

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: School Processes & Programs 1

Funding Sources: Substitute Pay (Tech Training) - 164 - State Compensatory Education (SCE) - \$22,000, ReadyTechGo Conference Supplies - 164 - State Compensatory Education (SCE) - \$5,000, RTG Extra Duty Pay - 199 - Local Maintenance - \$4,500, Awesome Tables software - 199 - Local Maintenance - \$1,500, Software applications (Venngage, Canva, Graphics, Adobe, etc.) - 199 - Local Maintenance - \$5,000, Professional conferences, certs, and travel - 199 - Local Maintenance - \$9,000

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure a comprehensive plan that supports viable processes for policies, procedures, communication, marketing, and productivity.</p> <p>Participate in the development of districtwide standardization of technology devices Ensuring that district administrative procedures are updated to reflect appropriate use of communication technologies (AP F-26) Establish an Ed Tech onboarding & sustainability procedure (legacy document) Collaborate with campuses to implement consistent visits and feedback to support growth on Future Ready plans Purchase of updated equipment to support program coordination. Continue support and updating of the Ed Tech website Create and implement a comprehensive marketing plan to include email newsletters, announcements, flyers, banners, advertising to Canvas, and Social Media Publishing notifications to administrative and instructional teams via memo packets on technology initiatives and policy changes.</p> <p>KPI/Metric/Measure: By EOY, the Ed Tech Team will participate in meetings or discussions about technology standardization (meeting presentation shared with team members). By EOY, all educational technology administrative procedures will be updated for the next school year (plan completion and timelines data). By BOY, all Ed Tech onboarding & sustainability procedure legacy documents will be updated (plan completion and timelines data). 100% of the Lighthouse 1.0 and 2.0 campuses will have their Future Ready plans and feedback/reports available to them (MOY and EOY PD analytics and Lighthouse dashboards). By July 2021, a comprehensive marketing and communication plan will be developed and deployed for the upcoming school year (plan completion and timelines data). BY EOY, 100% of all technology initiatives and policy changes will be communicated to admin and instructional teams via memo packets (plan completion and timelines data).</p> <p>Staff Responsible for Monitoring: EDTECH Coordinators and staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Printing - 199 - Local Maintenance - \$1,000, Misc Operating Cost - 199 - Local Maintenance - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Establish Creation Stations at the campus libraries so students or classrooms can use these stations for animation, film, illustration, and podcast projects.</p> <p>KPI/Metric/Measure: By the end of the year, student use of creation stations for classroom projects will increase by 10%.</p> <p>Staff Responsible for Monitoring: EdTech Coordinators and Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies for stations - 164 - State Compensatory Education (SCE) - \$29,500</p>	Formative			Summative
	Oct	Jan	Apr	June
	 0%	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>
School Processes & Programs
<p>Problem Statement 1: Overall daily online usage offered to teachers and students has dropped 39%, and attendance for afterschool programs that offer STEM and integrated lessons has also dropped 40%. Root Cause: As a district, we are still improving how we deploy electronic and analog materials, building lines of communication, supporting our communities and campuses on the availability of online resources, how they work, and the advantages for students attending an afterschool program.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 6: (Ed Tech/ExDay) By the end of the year, meet 100% of the City of San Antonio Scorecard metrics and increase student participation with a high-quality, engaging, and rigorous after-school program by 5%.

Targeted or ESF High Priority

Evaluation Data Sources: City of San Antonio Scorecard, STAAR and MAP outcomes

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a robust after school program that ensures the scorecard metrics and is aligned to district initiatives and curricular programming: Providers can implement a digital attendance system to monitor attendance for the City of San Antonio Contract Monitoring Report and Average Daily Attendance. (Kids Care Center and Parent Portal) Provide ongoing certified teacher support in the regular after school program to focus on reading and homework 2 days per week in tested grade levels (38 weeks of instruction) Implement a district common after school curriculum Homework Help (COSA) for students with assignments and digital resources for students without assignments. Implement aligned reading activities to extend the district's reading pacing calendar (YAG) and cross-departmental offerings (Library Reading Focus) during after-school hours. Increase students' access to reading collections in both print and digital that include English and Spanish for pleasure reading, After School Book Club, Lightsail, Tumblebooks, SORA, Comics Plus, etc. Collaborate with librarians and campus teachers to support literacy activities after school. Provide onboarding workshops for all after-school instructional staff beginning and throughout the 2021-2022 school year. Extended Day Program (EDP) staff will model best practices with literacy, STEAM, and technology strategies with small groups during site visits.</p> <p>KPI/Metric/Measure: Completion of 1st Nine Weeks After School Curriculum by July 2021 and 2nd Nine Weeks Curriculum by September 2021 Increase % of Reading and STEAM curriculum implementation from 25% to 70% by Fall 2021 (MOY) - analytic reports K-5th Grade Skill Workbooks Increase % of after school staff completing Digital Citizenship 0% to 60% by Fall 2021 (MOY) - analytic reports Completion of 1st Nine Weeks After School Curriculum by July 2021 and 2nd Nine Weeks Curriculum by September 2021 By the end of July 2021, Completed At-A-Glance Calendar 2021-22 Increase the % of students participating in weekly physical activities from 30% - 70% by Fall 2021 (MOY)- analytic reports Increase % of SEL strategies implementation from 25% to 75% by Fall 2021 (MOY)- analytic reports</p> <p>Staff Responsible for Monitoring: Extended Learning Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of</p>	Formative			Summative
	Oct	Jan	Apr	June

reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:**
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy -**
Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1

Funding Sources: Attendance Software - 199 - Local Maintenance - \$40,000, Certified Teacher Support 152 hours (Cost per site: \$4,864) - 164 - State Compensatory Education (SCE) - \$354,432, (COSA special revenues for Provider Contracted Services) - 211 - ESEA Title I, Part A - Regular - 478 - After School Challenge Program - \$883,749, Provider Contract (days not covered by COSA funding) - 199 - Local Maintenance - \$314,771, Provider Contract (days not covered by COSA funding) - 211 - ESEA Title I, Part A - Regular - \$300,000, STEAM Supplies for 6051 students (Cost per Student: \$4.63) - 478 - After School Challenge Program - \$28,042, STEAM Supplies for 6051 students (Cost per Student: \$3.72) - 164 - State Compensatory Education (SCE) - \$22,500, Recreational Supplies for 6051 students (Cost per Student: \$2.41) - 199 - Local Maintenance - \$14,594, Printing EDP Curricular Programming - 478 - After School Challenge Program - \$1,450, Mail & Parcel Post Service - 478 - After School Challenge Program - \$2,000, General Supplies & Materials - 478 - After School Challenge Program - \$7,000, Instructional Supplies - 199 - Local Maintenance - \$6,859, Professional Development -Instructional Staff - 199 - Local Maintenance - \$4,000, Professional Development - EDP Staff - 478 - After School Challenge Program - \$2,000, Supplemental Pay - 211 - ESEA Title I, Part A - Regular - \$300,000

Strategy 2 Details	Reviews			
<p>Strategy 2: Coordinate with the SAISD Police Department to provide Safety Training to all afterschool staff on the District's Multi-hazard Emergency Operation Plan (MEOP) Provide the afterschool staff with a copy of the SAISD Critical Incidents Quick Guide, Campus Emergency Management Plan, and Campus Map Campuses will allow afterschool staff with access to the AED (defibrillator) Campus administrator will provide at least 1 building access key, custodial staff number, or safety alternative in case of an emergency occurring when students are outside of the main building Afterschool providers will provide their staff with Walkie-Talkies and an updated emergency phone tree.</p> <p>KPI/Metric/Measure: 100% of afterschool staff will participate in the District's training on the Multi-hazard Emergency Operation Plan; sign-in sheets 100% of the afterschool staff will maintain an updated emergency phone tree; analytic reports 100% of all afterschool staff will adhere to the SAISD Student Code of Conduct and their provider's safety guidelines; analytic reports 100% of all afterschool staff will report Critical incidents to Administrators and the EDP Director, who will keep a log and communication records; analytic reports</p> <p>Staff Responsible for Monitoring: Extended Learning Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Printing of MEOP - Quick Guide - 478 - After School Challenge Program - \$3,550</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Establish and facilitate a new bid for the RFP#16-030, SAISD Extended Day Program, and the RFP# 19-031, "21st Century Learning Afterschool Centers on Education (ACE) Use the Extended Day Program - Readiness Safety Action Protocols for COVID -19, and monitor the SAISD after school sites to ensure that staff and students are following the safety practices Monitor the SAISD after school program and maintain an Extended Day Program - Critical Incident Log capturing all incidents and communicate with campus administration Deploy an Administrative Procedure on SEDP to outline expected practices to promote program achievement Implement a standardization of practices and protocols through a SEDP Handbook, Website, and resources Provide safety & PPE supplies and in-person updates for COSA registration Implement an evaluation system using the scope of work scorecard with daily monitoring Implement a digital repository of systems of support including, but not limited to, calendars, timelines, attendance, financials, resources and After School Provider reports such as Program Income Report (Sliding Scale Fees due to COSA) Establish a process handbook for COSA report requirements and deliverables using the SMART Sheet system Facilitate early negotiation of COSA agreements and budgets Provide parent communication of available resources for home use Provide program site-based coordination and oversight Implement an online attendance system for improved analytics</p> <p>KPI/Metric/Measure: By the end of June 2021, the Extended Day Department will form a committee to rebid for the SAISD EDP & 21st Century Learning Afterschool Centers on Education (ACE).</p>	Formative			Summative
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During July 13-15, 2021, EDP will train after school providers on the Extended Day Program - Readiness Safety Action Protocols for COVID -19 and update documents such as Cohort Coordination between School & ASCP
 ASCP COVID -19 Reporting Process
 By the end of July 2021, the SEDP Handbook will be updated to include any updates on COVID-19
 By the end of the 1st nine weeks, the Extended Day Program will execute the Interlocal Agreement between the City of San Antonio and SAISD
 By the end of July 2021, EDP Dept will update the SAISD Website to reflect updates to EDP Jumpstart & Extended Day Programming
 By the end of the first month of AFSC Programming (August 31), the EDP Department will work with providers to implement a plan to have the Daily attendance rosters scanned or emailed to Dept. website - SAISD_EDP@saisd.net

Staff Responsible for Monitoring: Extended Learning Staff


Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**


Problem Statements: School Processes & Programs 1

Funding Sources: Certification Training Cost for Providers' Staff - 478 - After School Challenge Program - \$60,510, Supplemental Pay - Part Time Monitor - 478 - After School Challenge Program - \$30,442, Local Mileage for Monitors - 478 - After School Challenge Program - \$517.50, Local Mileage for Monitors - 199 - Local Maintenance - \$720, COVID Supplies for Non-SAISD/After-School Providers - 478 - After School Challenge Program - \$5,000, Sliding Scale Fees - 199 - Local Maintenance - \$2,747

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 6 Problem Statements:

School Processes & Programs

Problem Statement 1: Overall daily online usage offered to teachers and students has dropped 39%, and attendance for afterschool programs that offer STEM and integrated lessons has also dropped 40%. **Root Cause:** As a district, we are still improving how we deploy electronic and analog materials, building lines of communication, supporting our communities and campuses on the availability of online resources, how they work, and the advantages for students attending an afterschool program.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 7: (EdTech/ExDay) By the end of the 4th nine weeks there will be a 20% increase in print and digital circulation statistics from 2019-20 using Classlink; BOY, MOY, EOY. By the end of the 4th nine weeks, there will be an increase in the overall district usage of digital resources and platforms in ClassLink by teachers from 86% to 95% and students from 35% to 70% as evidenced by statistics in Analytics. Increase Lightsail Lexile performance by 2%. Increase student usage of the Adaptive Reading Program by 25%.

Targeted or ESF High Priority

Evaluation Data Sources: Classlink Analytics, TIMA Internal Folder Checklists, Distribution Sheets, TIMA Committee Meeting Sign-in Sheets, Provisioning documentation, BOY Follett Destiny report analytic, and Completed orders/ delivery documentation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the Library Media Services Plan that provides comprehensive services in reading, inquiry, digital learning, digital citizenship, STEM education, resource management, instructional rotations, and the use of flexible and adaptable spaces that support 21st Century competencies: communication, collaboration, critical thinking, and creativity. Implement the Digital Teacher Librarian Guidelines for remote learning. Replace outdated circulation desktops for each library Expand the Digital Teacher Librarian candidate pool by developing interview protocols for campuses and conducting initial screening of Digital Teacher Librarian and Library Instructional Assistants Implement library reading targets aligned to district reading curriculum in K-5 to support literacy instruction for libraries during remote and/or face-to-face Blended Learning models. Aligned Reading Targets Design and implement a K-5 library YAG curriculum to support literacy instruction in libraries that is aligned to district reading curriculum in K-5 (i.e., K-5 Library Curriculum) Provide onboarding training modules for Library Instructional Assistants through an asynchronous course module Develop a library redesign plan for schools undergoing bond renovations and transforming spaces to Library Learning Commons Develop a Bibliotech EDU handbook for the ALA/Fox Tech/CAST Tech campus Deploy an Elementary K-5 Library Book Festival for students and their families with book giveaways, read-alouds, book activities, and minor refreshments (Covid 19: AM/PM sessions); 10-12 students per campus (Librarians will volunteer) Develop a digital transition system for device management in Follett Resource Manager to support 1:1 technology deployment Increase access to library resources for teachers to curate collections and support remote literacy, digital learning, and information literacy. Library Media Services Website Communication Flyers Professional Development EPIC Saturday Library PLNs PD in PJs Ed Tech Session</p>	Formative			Summative
	Oct	Jan	Apr	June

Spotlight Library Book Features

Increase the number of students enrolling for library cards

Expand library supports for Extended Learning Programs by providing print books for home libraries for participating students

Provide updates on resources ordered to campus staff, district, patrons, and community stakeholders via newsletters, website, LMS, and social media

Implement digital citizenship for all students in collaboration with teachers in a blended learning model and development of ready-to-use lessons for teachers in Canvas due to remote learning.

Implement reading and STEM-related incentive programs such as Bluebonnet, Newbery Film Festival, and Coding.org global competitions. Books chosen are from the Texas Library Association Bluebonnet List and the ESL/Dual Language department to provide authentic Spanish texts.

Facilitate cross-departmental student-based programs such as the Gifted & Talented Showcase, Newbery Film Festival, summer camps to infuse information literacy, STEAM and technology-related programming, book clubs, Read Across America, etc.

Conduct an audit of digital literacy resources for libraries and curate a collection to support diversity, dual language, middle school, and early childhood collection gaps

Facilitate coding, robotics, and STEM ready-to-use lessons via Canvas to be downloaded by librarians/teachers to support remote learning and hands-on kits. Example: Explore Making Things.

Facilitate Winter and Spring Virtual Book Clubs for PK-12 grades

Develop summer reading book website and promote the comprehensive library summer offerings, including:

Digital collections

Adaptive Reading Program (Lightsail)

STEAM/STEM Program (BrainPop)

Summer Book Club

Rolling Readers Book Giveaway

Celebrity Read-alouds

Provide an opportunity for patron feedback by offering a satisfaction questionnaire.

KPI/Metric/Measure: By the end of the 1st nine weeks, Library Administrative Procedures (E-12) will be posted to support new library programming changes.

By the end of the 1st nine weeks, 100% of library vacancies will be filled

By the end of the 4th nine weeks, librarians will acquire a new desktop computer

By the end of the 1st nine weeks, the K-5 reading targets will be published and implemented; MOY, EOY data collection on deployment (Library Submission Analytics)

By the end of the 1st nine weeks, a first-semester curriculum will be published and implemented by 100% of the K-5 librarians; EOY, MOY data collection on deployment (Library Submission Analytics)

By the end of the 1st nine weeks, library instructional assistants will be onboarded; data analytics on Performance Matters from the PD Portal

By the end of the 3rd nine weeks, the redesign plan for Library Learning Commons will be completed after final committee reviews

By the end of the 1st nine weeks, the ALA/Fox Tech/CAST Tech campuses will utilize the protocols for Bibliotech EDU

By the end of the 2nd nine weeks, 100% of elementary schools will participate in the 2021 Elementary Library Book Festival

By the end of the 4th nine weeks, 100% of libraries will utilize the protocols for 1:1 technology device management as reported on Library Submission Analytics

By the end of the 1st nine weeks, a library calendar will be published and deployed; analytics on event

deployment reported on Canvas BOY, MOY, EOY
 Events Calendar published in Library Canvas Course
 By the end of the 4th nine weeks, 100% of schools will have students in K-5 sign up for a SAPL and/or Bibliotech library card; BOY, MOY, EOY sign-ups
 By the end of the 4th nine weeks, EDL students will receive up to 5 books for a home library (analytics of monthly distribution)
 By the end of the 4th nine weeks, there will be an increase of 30% in the use of library digital resources (BOY, MOY, EOY collection circulation, and usage reports)
 By the end of the 4th nine weeks, 100% of students will have completed a digital citizenship lesson series (BOY, MOY, EOY Analytics)
 By the end of the 4th nine weeks, 70% of K-8 schools will be represented in library-sponsored virtual competitions; MOY, EOY analytics
 By the end of the 3rd nine weeks, there will be an increase of 100 entries in the 90 Second Newbery Film Festival competitions from 2020-2021
 By the end of the 2nd nine weeks, 100% of curated collections will be purchased and accessible to students.
 By the end of the 2nd nine weeks, 100% of all K-5 libraries will deploy Canvas STEM lessons MOY, EOY analytics.
 By the end of summer 2021, there will be a 25% increase in student participation in summer library programming (analytics for digital circulation and participation)
 By the end of the 1st nine weeks, 100% of libraries will solicit patron feedback; BOY, MOY, EOY survey analytics.

Staff Responsible for Monitoring: All Departmental Staff

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6

Problem Statements: School Processes & Programs 1

Funding Sources: Extra-duty Pay (Curriculum) - 199 - Local Maintenance - \$2,000, Supplies (\$50 per school) - 164 - State Compensatory Education (SCE) - \$4,000, Festival Operating Costs - 199 - Local Maintenance - \$2,000, Refreshments and Supplies - 199 - Local Maintenance - \$1,500, Extra Duty Pay Custodians, Police and Nurses - 199 - Local Maintenance - \$1,500, STEM Education - 164 - State Compensatory Education (SCE) - \$32,000

Strategy 2 Details

Reviews

Strategy 2: Provide print and digital collections for K-12 to support gaps as noted in audited resources and increase cultural diversity (Due to COVID-19 collections may be primarily purchased e-collections at the district level.)
 Implement standardizations on collection development for campus and district purchases that meet identified programming needs and diversity, i.e., dual language Spanish authentic text, STEAM, and PBL. (Due to COVID-19 collections may be primarily purchased e-collections at the district level.)
 Implement databases to support K-12 and CCMR and programs for special populations
 Provide curated collections for new units or new campuses (i.e., 2021-22 Hot Wells MS, CAST Med, YMLA, etc.)
 Conduct collection inventory for textbooks and library resources using the EOY procedures for inventory checks, check-out procedures (tracking library resource usage), transfer of resources, and patrons in order to determine resource needs.
 Manage the San Antonio Public Library and Bibliotech library collection partnerships through registration drives and SSO

Formative

Summative

Oct

Jan

Apr

June

access to students for digital collections
 Continue partnership with the San Antonio Public Library to access their digital collection via Sora
 Implement an adaptive reading program to improve literacy and reading for pleasure and increase Lexile growth measures
 Provide professional development for teachers, librarians and instructional coaches (virtual and face-to-face)
 EPIC Saturday
 Librarian PLN
 PD in PJs
 LightSail Quick Guide
 Provide communication literature for families on continued use after hours
 Implement a leaderboard to showcase minutes read by school.
 Imagine Learning

KPI/Metric/Measure: By the end of the 4th nine weeks there will be a 20% increase in print and digital circulation statistics from 2019-20 using Classlink; BOY, MOY, EOY
 By the end of the 2nd nine weeks, 100% of campuses will submit purchase orders for book collection processing
 By the end of the 4th nine weeks, there will be a 25% increase in database and digital resource use; BOY, MOY, EOY analytics
 By the end of the 4th nine weeks, 100% of textbook and library inventories will be completed with less than 10% loss; MOY and EOY analytics
 By the end of the 1st nine weeks, 100% of students will have access to SAPL's Sora's digital collection using SAISD credentials (Analytics will be collected MOY, EOY)
 By the end of the 2nd nine weeks, there will be a 15% increase in Power Challenge completion as compared to December 2020; BOY, MOY analytics
 By the end of the 4th nine weeks, there will be a 25% increase in student use of Lightsail as compared to December 2020; BOY, MOY, EOY analytics
 By the end of the 4th nine weeks, there will be a 2% Lexile performance increase in Lightsail as compared to May 2020; BOY, MOY, EOY analytics

Staff Responsible for Monitoring: LMS Coordinator / DLESLB Coordinators



Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**





Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: Books (ebooks & print) - State standard is \$25 per student; SAISD @ \$7.49 - 164 - State Compensatory Education (SCE) - \$140,000, Junior Library Guild print collection State standard is \$25 per student; SAISD @ \$7.49 (ebooks & print) - 164 - State Compensatory Education (SCE) - \$140,000, ComicsPlus MS and HS - 164 - State Compensatory Education (SCE) - \$38,000, BookFlix K-2 - 164 - State Compensatory Education (SCE) - \$50,000, Sora K-12 - 164 - State Compensatory Education (SCE) - \$46,600, eBook Collection Website (Tumblebooks/TumbleMath) - 164 - State Compensatory Education (SCE) - \$43,000, World Book (English/Spanish databases, K-8) - 199 - Local Maintenance - \$33,600, Scholastic Action Magazine (6-8) Digital - 164 - State Compensatory Education (SCE) - \$50,000, Printing For student & parent information - 199 - Local Maintenance - \$1,000, Supplies - 164 - State Compensatory Education (SCE) - \$10,000, new grade levels / New Collection - 410 - TIMA - \$50,000, Follett Destiny Catalog and Circulation System - 410 - TIMA - \$139,095, LM with TitlePeek - 199 - Local Maintenance - \$77,073, TexQuest State Collection - 199 - Local Maintenance - \$14,100, Reading Incentive program (LightSail) Grades 3-5 Only - Reading Incentive program -

164 - State Compensatory Education (SCE) - \$154,000, ESL Scholastic - 214 - Title III, Part A-Immigrant - \$7,000, Imagine Learning - 214 - Title III, Part A-Immigrant - \$23,000, Hand Scanners - 164 - State Compensatory Education (SCE) - \$1,700, Books - 288 - Library Federal Grant - \$10,000

Strategy 3 Details	Reviews			
<p>Strategy 3: Facilitate teacher digital librarians serving as the trainer-of-trainers of district-wide technology programs such as Google, Canvas and other digital productivity tools and resources</p> <p>Provide technology integration and lesson-planning according to the Texas School Library Standards</p> <p>Align professional development to Future-Ready pathways and ISTE standards</p> <p>Offer library high interest professional development in district EPIC Saturdays, PD in PJs, Ready-Tech-Go Conference, etc.</p> <p>Create a Canvas Course for librarians and library instructional assistants to provide comprehensive programming resources and personalized professional development</p> <p>Establish a leadership pathway for librarians to create and implement rigorous and aligned lessons that support library programming.</p> <p>Establish a technology and curriculum pathway for library instructional assistants to support the library standards and campus goals.</p> <p>KPI/Metric/Measure: By the end of the 4th nine weeks, there will be an increase in the overall district usage of digital resources and platforms in ClassLink by teachers from 86% to 95% and students from 35% to 70% as evidenced by statistics in Analytics</p> <p>By the end of the 4th nine weeks, there will be an 20% increase in the number of PD offerings by librarians as compared to 2020; BOY, MOY, EOY as noted in semester infographics and PLN</p> <p>By the end of the 4th nine weeks, 25% of librarians will complete Google Level 1 and/or II Certification.</p> <p>By the end of the 4th nine weeks, 30% of librarians will earn a digital badge for ed tech training.</p> <p>By the end of the 1st nine weeks, 90% will produce a library Canvas course</p> <p>By the end of the 4th grading period, 90% of librarians will meet their professional goals to include serving on library committees</p> <p>By the end of the 4th nine weeks, Library Instructional Assistants will increase their delivery of use of digital resources by 15%; BOY, MOY, EOY Library Logs</p> <p>Staff Responsible for Monitoring: LMS Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Coordinator Travel Mileage - 199 - Local Maintenance - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and execute library programming for children and families to create home libraries. Grant facilitator and coordinator will implement training opportunities for librarian staff and teachers. Provide print and digital resources and collections for K-12 to standardize library collections. Replace outdated materials in K-12 libraries--market programming to the SAISD community.</p> <p>KPI/Metric/Measure: By the end of the 4th grading period, there will be a 15% increase in classroom libraries on selected campuses.</p> <p>Staff Responsible for Monitoring: Coordinator of Library Media Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Extra Duty Pay & Benefits - 288 - Library Federal Grant - \$165,102, Library Marketing + Printing Services - 288 - Library Federal Grant - \$38,500, Digital Books - 288 - Library Federal Grant - \$181,174, Software and digital tools - 288 - Library Federal Grant - \$44,000, Print Books - 288 - Library Federal Grant - \$158,500, Conference Fee - 288 - Library Federal Grant - \$4,000, Local Mileage - 288 - Library Federal Grant - \$3,000, Equipment - 288 - Library Federal Grant - \$1,604, General Supplies - 288 - Library Federal Grant - \$12,001</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>
School Processes & Programs
<p>Problem Statement 1: Overall daily online usage offered to teachers and students has dropped 39%, and attendance for afterschool programs that offer STEM and integrated lessons has also dropped 40%. Root Cause: As a district, we are still improving how we deploy electronic and analog materials, building lines of communication, supporting our communities and campuses on the availability of online resources, how they work, and the advantages for students attending an afterschool program.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 8: (EdTech/ExDay) By the end of the 4th nine weeks, 98% of all instructional materials will be procured and delivered on time; (includes semester 2 resources).





Evaluation Data Sources: BOY, MOY, EOY Follett analytics

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure timely procurement of resources: Refine the Budgetary Documentation and Record-Keeping Digital Process Implement an online TIMA purchasing process Conduct projections, procurements, purchases, and dissemination of all TIMA- funded purchases (adopted and supplemental materials) Ensure that all digital resources can be supported through the district's technology infrastructure Process course conventions by re-alignment to existing resources Maintain a tracking system of all adopted and supplemental purchases with contract renewals and expirations Provide accounting records and TEA approvals Ensure that appropriate RFPs, RFI, bids, and governance (administrative procedures) is updated and prepared to facilitate use of TIMA funding for instructional materials Ensure that departments have the materials request forms to create orders and deliveries Ensure that all out-of- adoption materials are removed from various areas around the district Establish a preliminary TIMA budget Develop board agenda items for supplemental resources, buybacks/disposals, and approval on TEKS alignment Ensure all BIDS, RFPS, and Board Agenda items are processed in a timely manner to ensure the purchase of instructional and digital resources.</p> <p>KPI/Metric/Measure: By the end of the 1st nine weeks, 95% of all digital content available for provisioning will be launched on the SSO; BOY analytics: TIMA Internal Folder Checklists Distribution Sheets Provisioning documentation Follett Destiny Analytics Packing Slip Verification Completed where products can be connected via SSO By the end of the 4th nine weeks, 100% of all orders will be reconciled and all invoices paid as per budgetary records. By June, all board agenda items, BIDs and RFPs will be completed for book purchases for the following year (board agenda records). By the end of the 4th nine weeks, 98% of all instructional materials will be procured and delivered on time; BOY, MOY, EOY Follett analytics (includes semester 2 resources)</p> <p>Staff Responsible for Monitoring: TIMA COORDINATOR</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Barcodes Required for new adoption and new materials purchases. - 199 - Local Maintenance - \$4,560, Collection and Disposal of Out-of-Adoption Materials - 199 - Local Maintenance - \$125,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure all record keeping and disposal of all TIMA- purchased resources by: Implement a Resource Management System to maintain inventory controls Ensure all resources are barcoded and processed by local personnel Provide BOY, MOY, and EOY procedures for inventory checks, transfer of resources, issuance, and return of Instructional Materials Provide updates on resources ordered to campus staff Coordinate the removal of Surplus and Out of Adoption Materials to be sold or recycled Update TIMA manual Provide district-wide support and help for instructional materials (books, library, etc) for campuses in transition and the SAISD Bond Improvements Ensure that TIMA Department maintains informed on all state legislative changes that impact textbook adoptions and the purchase of supplemental resources by attending the state conference</p> <p>KPI/Metric/Measure: By the end of the 4th nine weeks 100% of all textbook inventories will be completed (MOY, EOY analytics): Destiny Reports TIMA Manual Audit Reports By the end of the 3rd nine weeks, 100% of campuses will receive analytics on inventory to reduce loss by 20%. (Follett Destiny) By the end of the year, a physical audit will be conducted in 70% of campuses (inventory records)TIMA COORDINATOR</p> <p>Staff Responsible for Monitoring: TIMA COORDINATOR</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Follett Destiny System - 410 - TIMA - \$139,095, 5350 Pocket Scanners - 199 - Local Maintenance - \$2,193, Mileage - 199 - Local Maintenance - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure timely delivery and pick-up of surplus and shortages by:</p> <p>Provide courier services Establish pick-up and delivery routes Manage the online textbook ordering system Formulate a plan for seasonal increased support services Maintain district vehicles according to maintenance recommendations in transportation policies and procedures Maintain the SAISD Warehouse</p> <p>KPI/Metric/Measure: By the end of the 4th nine weeks, 98% of all instructional materials will be procured and delivered on time; BOY, MOY, EOY Follett analytics (includes semester 2) Maintenance Records Payroll Delivery Schedule</p> <p>Staff Responsible for Monitoring: TIMA COORDINATOR</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure that all TIMA-funded instructional materials are ready for checkout/launch by teachers and students to implement the district curriculum and dual credit courses.</p> <p>Update records on district-aligned, TIMA-funded instructional materials, expirations, and associated costs</p> <p>Collaborate with academic departments to set priorities for primary/supplemental materials purchases for the new school year</p> <p>Act in an advisory capacity to the procurement and deployment of Instructional Materials and Textbook Adoptions</p> <p>Maintain accurate EMAT records to determine current or future TIMA-funded materials</p> <p>Maintain stakeholders informed on new TEA guidelines on access to open-source instructional materials</p> <p>Coordinate with Bilingual and Special Education Departments on specific needs for dual language or assistive technology resources for students</p> <p>KPI/Metric/Measure: By the end of the 1st grading period, 100% of all available textbook resources will be deployed to students and teachers as measured by Follett Resource Manager analytics and department tracking systems.</p> <p>By the end of the 4th nine weeks, 100% of all consumable orders for continuing adoptions will be placed as recorded on the ordering process tracking system.</p> <p>By the end of the 4th nine weeks, there will be an increase in the overall district usage of digital resources and platforms in ClassLink by teachers from 95% to 97% and students from 70% to 85% as evidenced by statistics in Analytics. (BOY, MOY, and EOY)</p> <p>Staff Responsible for Monitoring: TIMA Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: District Wide Software (Classlink, Ed Puzzle, Screencastify, Pear Deck, See Saw, Kami, BrainPop, Canvas) - 410 - TIMA - \$610,250, Textbooks and Textbook Resources - 410 - TIMA - \$4,700,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 8 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Overall daily online usage offered to teachers and students has dropped 39%, and attendance for afterschool programs that offer STEM and integrated lessons has also dropped 40%. Root Cause: As a district, we are still improving how we deploy electronic and analog materials, building lines of communication, supporting our communities and campuses on the availability of online resources, how they work, and the advantages for students attending an afterschool program.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 9: (EdTech/ExDay) By the end of the fourth nine weeks, 100% of campuses serving elementary and/or middle school students will have the opportunity to participate in an after-school and/or summer robotics club, in addition to other extracurricular STEM programs.

Targeted or ESF High Priority

Evaluation Data Sources: STEM Exploration Plan, Campus Reports, and student sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a customizable plan for K-6 schools to provide extracurricular STEM programming via after school clubs in robotics, gardening, coding, STEAM, filmmaking, maker spaces, etc. Based on campus interest, create a STEM Exploration Plan to include teacher recruitment, resources, metrics, budget, implementation, sustainability, and professional learning. Develop a marketing plan to raise awareness of STEM progression and opportunities for campuses. Conduct ongoing SAISD STEM Teacher Collaborative meetings once a month and include an incentive program for teachers engaged in STEM implementation. Provide access to the district-wide STEM teacher network. Provide communication on STEM career pathways, STEM events and resources, and promotion of district STEM activities via Websites, Twitter, and Facebook. Provide contact and coordination support with the Extended Learning Program.</p> <p>KPI/Metric/Measure: By the end of the first nine weeks, 100% of Lighthouse 2.0 campuses serving elementary and/or middle school students will have the opportunity to identify the STEM Education Model that will be implemented in their campus (Texas K-12 STEM Education Model) and reflect this in the Campus Improvement Plan.</p> <p>By the end of the fourth nine weeks, all participating schools will complete a reflection on their STEM implementation based on their STEM Exploration Plan and TEA's STEM Teaching and Learning Progressions.</p> <p>By the end of the first nine weeks, twenty STEM exploration kits will be checked out by elementary or academy schools. (STEM analytics at EOY, MOY, EOY)</p> <p>Staff Responsible for Monitoring: STEM Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Venngage Subscription - 199 - Local Maintenance - \$300, Adobe Stock Subscription - 199 - Local Maintenance - \$1,000, Printing - 199 - Local Maintenance - \$1,000, Extra Duty Pay - 199 - Local Maintenance - \$1,750, STEM Kits replacement budget for sustainability - 164 - State Compensatory Education (SCE) - \$10,000, Software Apps - 199 - Local Maintenance - \$2,000, Supplies/materials - 164 - State Compensatory Education (SCE) - \$12,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Work with curriculum and instruction to integrate STEM into district curriculum available for campuses who wish to progress to the introductory level of STEM implementation. Establish a customizable plan for K-6 schools to integrate TEKS-aligned STEM instruction anchored in content. Based on campus interest, complete a campus STEM Introduction Plan to include teacher recruitment, budget, implementation, resources, sustainability, and professional learning</p> <p>KPI/Metric/Measure: By the end of the second nine weeks, one grade level at seven Lighthouse 2.0 schools will have piloted an integrated STEM unit. (Pre and post student and teacher surveys and assessments. Professional development attendance. Curricular documents) By the end of the first nine weeks, 100% of Lighthouse 2.0 campuses serving elementary and/or middle school students will have the opportunity to identify the STEM Education Model that will be implemented in their campus (Texas K-12 STEM Education Model) and reflect this in the Campus Improvement Plan. By the end of the fourth nine weeks, all participating schools will complete a reflection on their STEM implementation based on their STEM Exploration Plan and TEA's STEM Teaching and Learning Progressions.</p> <p>Staff Responsible for Monitoring: STEM Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Substitute Pay (Teacher Training) - 164 - State Compensatory Education (SCE) - \$8,000, Extra-Duty to pay teachers to write curriculum - 199 - Local Maintenance - \$1,750</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide STEM Introduction through the integration of STEM experiences that are cross-curricular within each grade and embedded in content: Establish a custom plan for Hot Wells and Poe Middle School's STEM Dual-Language program and Carvajal Elementary to integrate STEM experiences that are cross-curricular within each grade and embedded in content to include budget, implementation, sustainability, and professional learning. Provide guidance and support in procuring an interdisciplinary STEM curriculum. Support campuses in the establishment and maintenance of makerspaces and innovative labs. Coordinate with the Science Department to facilitate the STEM component of the district-wide Elementary Science Fair. Support STEM Partial Immersion schools in the exhibition of student projects. Coordinate the facilitation of STEM experts for exhibitions and interactive activities.</p> <p>KPI/Metric/Measure: By the end of the fourth nine weeks, Poe and Hot Wells Middle School's 6th Grade STEM Dual-Language program and Carvajal Elementary will be supported through a Partial Immersion Plan. By the end of the second nine weeks at least three campuses will integrate cross curricular STEM units to at least one grade level of students. (Curricular documents, student exemplars, assessments) The 21-22 elementary Science Fair will include a STEM component for exhibiting student projects and providing STEM activities for attendees. By March 30, 2022, partial immersion campuses (Poe, Hot Wells and Carvajal) and any other STEM-focused campuses have determined their campus representatives for the STEM component for the district science fair and submitted their projects to the STEM and science department for review and approval. By March 30, 2022, STEM experts will be recruited for exhibitions and interactive activities.</p> <p>Staff Responsible for Monitoring: STEM Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: STEM Equipment and Supplies - 164 - State Compensatory Education (SCE) - \$10,000, Facility Support for Science Fair - Police, Nurse and Custodial - 164 - State Compensatory Education (SCE) - \$1,500, Supplies, Awards & Certificates - 199 - Local Maintenance - \$2,500</p>	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 9 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Overall daily online usage offered to teachers and students has dropped 39%, and attendance for afterschool programs that offer STEM and integrated lessons has also dropped 40%. Root Cause: As a district, we are still improving how we deploy electronic and analog materials, building lines of communication, supporting our communities and campuses on the availability of online resources, how they work, and the advantages for students attending an afterschool program.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)


Performance Objective 10: (Counseling) By the end of the year, guidance curriculum lessons will increase for elementary students by 10%, middle school students by 5%, and high school students by 10%.


Targeted or ESF High Priority


Evaluation Data Sources: Completed lessons, campus feedback, counselor calendars


Strategy 1 Details	Reviews			
<p>Strategy 1: Increase district-wide Character Education activities and lessons to include peer mediation programs that align with TX HB1026 - Relating to instruction and positive character traits in public schools - Collaboration with SEAD and Health & PE for alignment and continuity - Provide professional development to counselors through Peer Mediation Program materials. Trinity University Interns to support Guidance Curriculum pertaining to SB 179 - Data analysis on guidance lessons provided through Character Education and peer mediation program materials.</p> <p>KPI/Metric/Measure: By the end of September 2021, each campus will receive CHARACTER COUNTS! e-books By the end of the 1st nine weeks, all campus counselors will complete a minimum of two Character Ed Guidance lessons per campus. By the end of the 1st semester, all campus counselors will conduct two informal campus visitations and observations per campus. Peer Mediation will be implemented in at least 25 campuses by the end of the 2021-2022 school year. Minimum of 1 session per nine weeks All campus counselors will submit monthly data collection to the School Counseling Department.</p> <p>Staff Responsible for Monitoring: Campus Counselors, Counseling Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Supplies and Materials - 199 - Local Maintenance - \$24,910, Peer Mediation Training/ Curriculum - 199 - Local Maintenance - \$20,000, Character Ed supplies - 199 - Local Maintenance - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Increase support for students' academic, career, personal and social abilities: Utilize district needs assessment data (student, parent, and teacher) to develop campus-specific guidance curriculum/lessons; Engage stakeholders, particularly administrators, counselors, teachers, parents, and internal departments, in the development of clearly articulated curriculum resources Deploy SAISD Counseling YAG: year -at-a- glance; Align with TEA 5th Edition - best practice for time distribution within the four components: Guidance Curriculum = 35%, Individual Planning = 15%, Responsive Services = 30%, System Support = 20%</p> <p>KPI/Metric/Measure: By the end of the 1st nine weeks, 100% participation in administering and completing the needs assessments from all campuses 100% teacher completion 50% of each grade level will complete the student needs assessment 25% parent completion By the end of the 1st nine weeks, guidance curriculum/lessons will be refined based on the needs assessment data to align with campus needs. Monthly counseling log data collection will be submitted to the School Counseling Department. Staff Responsible for Monitoring: Counseling Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Curriculum Development and Supplemental Pay - 198 - TRE - \$10,000, Consulting SVCS - 198 - TRE - \$11,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 10 Problem Statements:

Demographics
<p>Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members. Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 11: (Counseling) By the end of the year, there will be an integration of focused Professional Development on at least 50% of campuses.

Targeted or ESF High Priority

Evaluation Data Sources: Campus visit feedback, PD records, and sign-ins

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide high-quality professional development to counselors to support students' academic, career, personal and social abilities.</p> <p>KPI/Metric/Measure: 85% or better attendance at monthly school counseling meetings Campus Counselors will lead at least two PD opportunities each semester Assess K-12 post-secondary activities monthly and ensure vertical alignment through two observations at feeder campuses 100% attendance at the start of Summer Counselor Academy Staff Responsible for Monitoring: Counseling Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Ethics Training - 199 - Local Maintenance - \$3,000, Region Co-Op - 199 - Local Maintenance - \$4,000, Director and Coordinator Conferences and Training (TSCA, Lone Star State Conference, NPSI, TACES) - 199 - Local Maintenance - \$4,900, Counselor Conference Registration Fees (for 20 counselors} - 199 - Local Maintenance - \$8,900, Travel/Subsistence - Executive Director - 199 - Local Maintenance - \$1,800, Summer Counselor Academy Costs - 199 - Local Maintenance - \$6,000, Guest Speakers - 276 - TIF Federal Grant - \$7,100</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure counselors are provided updated training and resources to meet state and federal compliance policies (TEC SS33.006)</p> <p>KPI/Metric/Measure: Increase student achievement and rigorous, student-centered guidance lessons aligned to the School Counseling framework by: Partner with community agencies and SAISD Departments to provide professional development and presentations to district counselors, campus staff, and students on state-required topics such as: Child Abuse, Suicide Prevention, Bullying, Self-Harm, Teen Dating Violence, Human Trafficking, Ethics, FERPA, Post-Secondary Readiness, Access, and Success (CCMR), Youth Mental Health First Aid Training</p> <p>Staff Responsible for Monitoring: SEAD and Restorative Practices Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Youth Mental Health First Aid Training (4 cohorts) - 282 - ESSER - \$99,980, Procurement Admin fee FOR Youth Mental Health First Aid Training (4 cohorts) - 282 - ESSER - \$14,997, Training Materials (Books) (900 HS TEACHERS) - 282 - ESSER - \$21,555, 282 Training Materials (Books) (600 MS TEACHERS) - 282 - ESSER - \$14,370, Red Ribbons-Drug Awareness, printing, and supplies - 199 - Local Maintenance - \$2,000, Misc Operating Cost - 199 - Local Maintenance - \$4,416, Virtual Training - 282 - ESSER - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 11 Problem Statements:

Demographics
<p>Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members. Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 12: (DLBEM) By the end of the year, 100% of all campuses will have high-performing LPAC committees that are inclusive and run at a high level of efficacy.

Targeted or ESF High Priority

Evaluation Data Sources: Meeting note, LPAC ARDs

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase number of EL parent representatives serving on LPAC committees across the district by: Actively recruiting parents at district Dual Language parent advisory events. - Providing district training to increase understanding of parent role in LPAC.</p> <p>KPI/Metric/Measure: 100% of LPAC committees in the district have 2 or more parent representatives for the 21-22 school year. 75% of campuses will document parent representatives on LPAC Meeting Rosters by 2nd week in August. 100% of campuses will complete LPAC meeting minutes roster by August 31, 2021. 75% of LPAC parent representatives will attend district parent LPAC training in the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Dual Language, ESL, and Migrant Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Communication - 163 - State Bilingual - \$300, Healthy Snacks - 163 - State Bilingual - \$200, Supplies - 163 - State Bilingual - \$616</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Support LPAC coordinators and data clerks in accurate programmatic coding for dual language and ESL programs by: Collaborate with PEIMS department at the beginning of the year training for data clerks on dual language/ESL coding in Frontline. Develop a step-by-step process to check programmatic coding. Provide 2 additional self-paced pieces of training geared for campus data clerks. Provide joint training opportunities for the LPAC coordinator and data clerk at the beginning of the year to review EL rosters and programmatic coding. Provide weekly office hours with district data specialists for campus data clerks. Provide campus teacher bilingual and ESL certification reports</p> <p>KPI/Metric/Measure: Step by step coding review process for the 2021-2022 school year will be completed and published by June 1, 2021. 100% of self-paced training will be posted for viewing by August 1, 2021. 100% of campus teacher bilingual and ESL certification reports will be shared with principals and LPAC coordinators by August 31, 2021. 100% of LPAC coordinators and data clerks will complete joint programmatic coding training by September 30. 50% of bilingual hub campus data clerks will attend weekly office hours by October 31, 2021. 50% of campus data clerks will view a self-paced training by October 31, 2021.</p> <p>Staff Responsible for Monitoring: Dual Language, ESL, and Migrant Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 12 Problem Statements:

Demographics
<p>Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members. Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS





Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 13: (Org Learning) - By the end of the year, there will be a 5% increase in the number of participants in attendance at District PD Events

Targeted or ESF High Priority

Evaluation Data Sources: Surveys, Performance Matters Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide external providers such as Lead4ward to conduct training and provide supporting materials to district and campus staff to align instructional practices around researched-based strategies for student success.</p> <p>KPI/Metric/Measure: STAAR / MAP BOY,MOY,EOY / TELPAS</p> <p>Staff Responsible for Monitoring: Org Learning Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: PD/webinars/contracted svcs/related materials - 164 - State Compensatory Education (SCE) - \$85,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 13 Problem Statements:

Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>





Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 14: (AdAc) Meet the 80% equity threshold at the District level for all demographic areas to include all races/ethnicities, English language learners, and students living in poverty (Donna Ford)

Targeted or ESF High Priority

Evaluation Data Sources: Annual Equity Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Align the demographics of the identified GATE population with those of the Campus/District by: Maintaining a districtwide GATE identification system to include: Online Testing Universal screening (100% of eligible 1st & 5th graders) Referrals Alternate secondary assessments such as PSAT, SAT, ACT District identification committee District level assessment support Parent and campus notification of results Supporting Campus Coordinators in the referral and testing process. Evaluating the effectiveness of campus/district level identification in bringing GATE identified student populations into alignment with the district population as a whole through: Reviewing identification data with District administration Reviewing demographic data with GATE Advisory Committee Disaggregating data by campus and sharing with campus and district administrators Creating district level data binder and campus level data reports to be shared with campuses and Assistant Superintendents Collaborating with other departments to review identification process Completing annual equity report by end of fall semester Increasing G/T equity awareness and action by: Completing annual equity report by end of fall semester for review and creation of an action plan Developing campus level G/T identification equity report to be shared with campus administrators and Assistant Superintendents at the beginning of the school year (July leadership) Developing G/T Equity Awareness Training for July Leadership Offering administrator coaching around leading for equitable G/T identification</p> <p>KPI/Metric/Measure: Annual equity report demonstrates that each campus and the district are within 5 percentage pts of meeting the equity index for each subpop (Spring, 2022) By 2025 identification data shows that all subpops, including black students and English learners meet the equity threshold. District identification shows growth from current identification rate (7.4%) has grown to 7.6% (current state average=8.1%) Campus referrals align to campus demographics (i.e., if 10% of the student population is black or EL, then at least 10% of student referrals should be black or EL)</p> <p>Staff Responsible for Monitoring: AdAc Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Extra Duty Pay - Campus Coordinators - 199 - Local Maintenance - \$41,500, Office Supplies - Identification & Files - 199 - Local Maintenance - \$1,000, printing - 199 - Local Maintenance - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 14 Problem Statements:

Student Learning





Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 15: (GATE) 75% of GATE families/stakeholders surveyed indicate above-average satisfaction with classroom & enrichment experiences and an increase in knowledge about giftedness and GATE opportunities.

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that stakeholders are aware of and have opportunities to be involved in the district GATE community and array of services provided to GATE identified students by:</p> <ul style="list-style-type: none"> Hosting campus based parent informational meetings Hosting district level parent informational meetings Developing and maintaining a parent support group Implementing book studies/learning opportunities for parents Developing/conducting a "welcome to GATE" event Developing/conducting a parent conference Updating handbooks and online information Creating and maintaining an advisory committee comprised of all stakeholders (administrators, teachers, parents, students, community members) that reviews district GATE services and advises on the development of new services Developing family enrichment events (i.e., game night, STEM night) Hosting campus and/or district GATE showcases <p>Ensure that stakeholders have opportunities to provide feedback and input on the development and implementation of GATE services by:</p> <ul style="list-style-type: none"> Developing and maintaining a parent advocacy group Developing and maintaining an advisory committee comprised of all stakeholders (administrators, teachers, parents, students, community members) that reviews district GATE services and advises on the development of new services Seeking input from stakeholders through feedback forms during district events <p>Ensure that stakeholders are aware of and have integrated opportunities to be involved in the array of services provided to GATE identified students, particularly those identified in the visual arts and leadership, through:</p> <ul style="list-style-type: none"> Campus based parent informational meetings to be coordinated with regular G/T Updated handbooks and online information Student showcases Developing and implementing a talent showcase and student conference specific to Leadership and Visual Arts <p>KPI/Metric/Measure: Ongoing feedback forms indicate 75% of respondents are satisfied with GATE services Ongoing feedback forms indicate 75% of respondents feel that attendance at GATE Department events/meetings increases their understanding of giftedness and/or gifted services</p> <p>Staff Responsible for Monitoring: GATE Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Printing Services - Showcase, Parent Communications, Certificates - 199 - Local Maintenance - \$1,500, reading materials - 199 - Local Maintenance - \$500, Extra Duty - Custodial, Security, Nurse - 199 - Local Maintenance - \$2,609, Snacks - Parent Meetings - 199 - Local Maintenance - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 15 Problem Statements:

Demographics
Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members. Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS





Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 16: (AdAc) By the end of the year, 100% of SAISD students in grades 2-12 will be provided opportunities to participate in Academic Tournaments.

Evaluation Data Sources: Tournament Rosters and Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and implement opportunities for enrichment by: hosting a tournament for all Elementary campuses (grade 2 - 6 that will include Academic events in both English & Spanish hosting a tournament for all Academy campuses (grade 2 - 8 that will include Academic events in both English & Spanish hosting a tournament for all Middle School campuses (grade 6 - 8 that will include Academic events in both English & Spanish Printing & supplies KPI/Metric/Measure: Increase of 10% in number of campuses participating over last year Increase in number of students participating over last year Staff Responsible for Monitoring: Advanced Academics</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 1 Funding Sources: UIL Hospitality - 165 - Gifted & Talented - \$3,100, UIL Custodians - 165 - Gifted & Talented - \$3,500, UIL Trophies/Supplies - 165 - Gifted & Talented - \$1,500, UIL Security - 165 - Gifted & Talented - \$3,000, UIL Nurses - 165 - Gifted & Talented - \$1,000, Printing/supplies - 165 - Gifted & Talented - \$2,650</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a District level Academic Decathlon Tournament and a District level Octathlon Tournament</p> <p>KPI/Metric/Measure: Create & implement opportunities for enrichment by: hosting a district level Academic Decathlon Tournament hosting a district level Academic Octathlon Tournament hosting/facilitating the Region XI Academic Decathlon Printing & supplies Increase in number of HS campuses offering the Ac Dec Class for course credit Audit full participation by 75% SAISD HS campuses</p> <p>Staff Responsible for Monitoring: Advanced Academics</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Decathlon Hospitality - 165 - Gifted & Talented - \$1,500, Decathlon/Octathlon Trophies & Supplies - 165 - Gifted & Talented - \$2,000, Printing/supplies - 165 - Gifted & Talented - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 16 Problem Statements:

Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 17: (ADULT ED) By the end of the year, SAISD will increase number of adult basic ed students passing the High School Equivalency exam from 70 to 75.

Targeted or ESF High Priority

Evaluation Data Sources: High School Equivalency exam results

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a new instructional program with viable support, curriculum, and effective quality instruction by:</p> <ul style="list-style-type: none"> Utilize the new AEL curriculum and develop effective teacher quality rubrics aligned to the TWC Content Standards Provide PD as required by TWC and remind AE teachers under the required 15 hours quarterly Implement adopted AEL instructional model Improve High School Equivalency outcomes by expanding effective distance learning options Provide teacher support via analysis of student performance data, classroom walkthroughs/ observations, examination of artifacts, and instructional coach reports to determine if interventions with students or teachers are needed <p>Implement adult education retention strategies to ensure students complete courses by utilizing strategies to:</p> <ul style="list-style-type: none"> Celebrate student successes, Career Navigator assistance with goal setting, college and career advising and resources to remove barriers to program completion, Provide engaging teaching strategies Provide targeted follow-up with non-completers and drop-outs via call logs or surveys. <p>Develop recruiting, orientation, and student support strategies designed to increase student enrollment by:</p> <ul style="list-style-type: none"> Establish, cultivate, and maintain strategic partnerships. Offer online and in-person registration and flexible class schedules, Expand current course offerings and student support services, Target HSE (i.e. GED) non-passers and SAISD employees for upskilling, Track marketing out-reach (social media, SAISD website, PENS message, flyers, street banners etc) via incoming student surveys to determine most effective media source. <p>Assess Adult Education students that reach the required number of hours to progress test by:</p> <ul style="list-style-type: none"> Providing effective required assessment training to ensure all staff can access, read, and analyze TEAMS progress testing reports. Hire and train staff to meet the progress testing program need. Provide online and in-person assessment options. <p>KPI/Metric/Measure: 75% of students reaching 40+ instructional hours will be progress tested and increase a level</p>	Formative			Summative
	Oct	Jan	Apr	June

Meet 80% of assigned ESC Region 20 target goals
100% of AE Teachers will attain the TWC required 15 hours of annual PD
Every 10 weeks student data reports (attendance and progress test) will be generated to analyze the progress of students with 40+ hours of instruction
Each quarter 20% of assigned ESC-20 target goals will be met as documented in Texas Educating Adults Mgmt. System.
Each quarter 25% of AE teachers will attain the TWC required 15 hours of PD by the end of the program year as determined by reviewing the TEAMS PD data report

8 out of 10 classes will retain a minimum of 70% of students with 12+ hours as determined by sign-in sheets and TEAMS reports - specific to retention data.
Every month generate a GED match report to analyze number of adult basic ed students that passed an High School Equivalency (i.e. GED or HiSET) exam.

Increase student enrollment to 1,124 students with 12+ hours
Every month generate a TEAMS student enrollment report to analyze student enrollment data of the program with a goal of 100 students per month.
Analyze 100% of adult education student surveys to determine most effective form of outreach.
Attend 100% of partner and community meetings

Assess 80% of active students when they reach the required number of hours to be progress tested.
Monthly analysis of TEAMS progress testing data.
Maintain a minimum of 10 staff who meet progress testing training requirements.

Staff Responsible for Monitoring: Adult Education

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools

Problem Statements: Student Learning 1

Funding Sources: Unknown - 220 - Adult Basic Ed. (Federal) - \$320,828, Unknown - 221 - English, Literacy, and Civics Education Gr - \$63,370, Unknown - 223 - TANF - \$39,831, Unknown - 381 - State Adult Education - \$73,643, Unknown - 199 - Local Maintenance - \$3,518

Strategy 2 Details	Reviews			
<p>Strategy 2: Expand community education options based on budget and data by: Reviewing 100% of syllabi to ensure engaging content material and activities prior to course. Using various forms of media to inform the community about community ed classes, resources, activities, and events that will expand their college and career opportunities and personal self-improvement goals. Networking with public/private service providers, business/industry, civic/social organizations that provide free community education classes. Proposing that administration allow SAISD Community Education program to be self-funded to pay for materials, supplies and teacher.</p> <p>KPI/Metric/Measure: Offer 2 community education classes each quarter to reach a minimum of 8 community education classes offered annually. Collect and analyze 100% of sign-in sheets, certificates, and student surveys of participants to determine community interest and need. Analyze 100% of community education student surveys to determine most effective form of outreach.</p> <p>Staff Responsible for Monitoring: Adult Ed</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: payroll - 199 - Local Maintenance - \$8,000, printing, materials & supplies - 199 - Local Maintenance - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 17 Problem Statements:

Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)








Performance Objective 18: (SSS) By the end of the year, the rate of services provided to students will increase by 10%.

Evaluation Data Sources: Services log

Strategy 1 Details	Reviews			
<p>Strategy 1: Social Workers will address issues that negatively impact school enrollment, attendance, social and emotional welfare and graduation rates. Conduct intake assessments - Provide crisis management - Offer referrals to community resources - Develop MOU partnerships with stakeholders that address the social and emotional wellness of students in collaboration with district staff - Collaborate with Organizational Learning - Provide trainings for teachers/staff on social emotional/informed trauma/grief issues - Provide teacher support and social work assistance through evidenced-based curriculum and meeting transportation needs of students - School Age Parenting 1:1 and Small Group Teaching on campus or in the home - School bus/VIA transportation - SHAC approved Family Planning Curriculum</p> <p>KPI/Metric/Measure: 100% of students will be assessed for physical and emotional functioning, and roadblocks to academic performance using the FSSS Online Data Collection platform annually Quarterly review of FSSS Online data will be randomly audited Monthly review and evaluation of Intake Referral forms from faculty and staff that determine the social and emotional needs of students. 100% of Social Workers on the Crisis Team will respond to emergencies in the district. Identify 2 new MOUs by end of the first semester Social Workers will provide two training sessions for teachers/staff during a campus meeting, Epic Saturday, Videos, SEAD Adult Self-Care or Zoom Conference by the end of the end of the school year. Homebound Teachers will submit 100% of weekly assignments Student attendance will be monitored daily to ensure 85% or better 90% of students who complete the 17 Days curriculum and evidence based presentation will complete survey information 100% of students attending CEHI will be surveyed with an exit ticket to review quality of services Social Worker will manage PEP/PRS students at their campuses and partner with Counselors/Campus Based Social Worker monthly. School Age Parenting Social Worker will partner with MOUs for 24 evidence based presentations for students per year Monthly monitoring of Teen Parenting Summary Report for data analysis of PEP/PRS/CEHI will include 100% of comprehensive high schools End of year data from Research & Evaluation will show Increase in Teen Parent graduation rates by 2% and decrease subsequent pregnancies by 15%.</p> <p>Staff Responsible for Monitoring: Department of Student Support Services</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Teen parent classroom and technology - 199 - Local Maintenance - \$2,700, supplies, internet hotspots for home visit services for CEHI students - 199 - Local Maintenance - \$1,800, Part-time teachers - 164 - State Compensatory Education (SCE) - \$49,815, Travel Local Mileage (home visits) - 164 - State Compensatory Education (SCE) - \$900, Transportation - SAISD - 199 - Local Maintenance - \$40,000, Teen Parenting Childcare Vendors - 199 - Local Maintenance - \$36,000, PT Counselor auditors - payroll - 282 - ESSER - \$11,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will participate in necessary training and community collaboration to build expertise in: Teen Parenting, Social Work, and Child Care Standards - Staff will participate in NAEYC accreditation. 6 Childcare providers will start 5 days prior to the start date of teachers. 3 Childcare workers will work 7 Teacher Professional Development days. Preparation of classrooms, lesson plans, playground, 20 training hours for NAEYC, work during Teacher Professional Development days</p> <p>KPI/Metric/Measure: 85% of Social Workers will participate in Texas Social Work Conferences by the end of the school year. 100% of Social Workers will use evidenced based strategies throughout the school year when counseling students/families. 100% of Crisis Team Members will participate in Crisis Training for Counselors and Social Workers. 100% of teen parents will be surveyed for the quality of the SAISD Learning Center services every semester Childcare staff will incorporate 100% NAEYC curriculum to meet standardization by the beginning of the 2nd semester 100% of the learning center will be set up for receiving babies one week prior to the teacher start date, 20 NAEYC training hours will also be complete and 3 childcare workers will be available for 7 teacher Professional Development days.</p> <p>Staff Responsible for Monitoring: Department of Student Support Services</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Teen parent supplies i.e. diapers, wipes, formula, strollers, car seats, belly bands, feminine products, etc. reference materials, office supplies - 199 - Local Maintenance - \$8,300, Teen Pregnancy Prevention Conference Austin, Tx, Tx School Social Workers Conference Austin Tx, Region 20 professional development - 199 - Local Maintenance - \$1,800, Homebound Operational costs, Teen parents supplies, i.e. Diapers, wipes, formula - 199 - Local Maintenance - \$3,380, Printing Services (business cards, banners, flyers, etc.) - 199 - Local Maintenance - \$450, Bus Passes - 199 - Local Maintenance - \$1,800, Reading Books/Materials - 199 - Local Maintenance - \$450, Training Supplies - 199 - Local Maintenance - \$450, COVID Supplies & Materials - 199 - Local Maintenance - \$550, Misc. Contracted Services - 199 - Local Maintenance - \$4,500, District Crisis Teams - 199 - Local Maintenance - \$500, Childcare Classroom supplies ie diapers, wipes, formula - 199 - Local Maintenance - \$6,200, Misc. Contracting Services/Printing - 199 - Local Maintenance - \$1,530, Reading Books/Materials - 199 - Local Maintenance - \$900, Licenses & Fees(Add \$450 NAEYC fee) - 199 - Local Maintenance - \$2,800, Texas Rising Star Compliance staff Development, consultation & travel (ADDED: \$1,000 additional training for NAEYC (included) accreditation) - 199 - Local Maintenance - \$4,150, Extra Duty Paraprofessional - 199 - Local Maintenance - \$8,577</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: (FSS) Prepare Poe and Lowell Middle School pantries for full operational use. Begin purchasing of monthly food for community distribution by September 2022.</p> <p>KPI/Metric/Measure: PO will be executed in February for purchases. PO for training expenses will be posted in February Food orders will be submitted monthly</p> <p>Staff Responsible for Monitoring: FSS Department</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: (FSS) Ensure high quality Childsafe training for all SAISD Staff - Solidify continued partnership with ChildSafe with an MOU by July 2021. Align documentation for quantifying completion of training per employee</p> <p>KPI/Metric/Measure: Board Agenda item will be created and submitted by June 2021 Training will be posted in Performance Matters by August 2021 Prepare memo to staff at large by August 2021</p> <p>Staff Responsible for Monitoring: FSS Department</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: (FSS) Partner with the San Antonio Police Department with the Handle With Care system to better support students who experience critical incidents.</p> <p>KPI/Metric/Measure: Data records will show a minimum of 50 students referred by the San Antonio Police Department by December 2021</p> <p>Staff Responsible for Monitoring: FSS Department</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Mileage and supplies (Split with 290 and 199) - 199 - Local Maintenance - \$4,890</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: (FSS) 1,000+ students will receive support in removing barriers that prevent the enrollment and attendance of students. 90% of all students in homeless situations will receive assistance to remove educational barriers for students in homeless situations. Create an online uniform application system.</p> <p>KPI/Metric/Measure: 600 transportation VIA requests will be initiated for school access for eligible homeless and foster care students by May 2022. 100 VIA tickets/semester passes will be issued each semester for school access. 25 homeless students will be identified and referred for Head Start enrollment, monthly. Online uniform applications for parents will be ready by August 2021.</p> <p>Staff Responsible for Monitoring: FSS Department</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: School Uniforms - 199 - Local Maintenance - \$140,000, Interm stipend and mileage - 199 - Local Maintenance - \$33,500, School supplies and uniforms - 206 - McKinney-Vento Homeless ED - \$10,726, Transportation - 211 - ESEA Title I, Part A - Regular - \$10,000, School supplies - 211 - ESEA Title I, Part A - Regular - \$6,000, healthy snacks for students - 211 - ESEA Title I, Part A - Regular - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: (DS) Create a series of hands-on experiences to increase attendance, address SEL needs, and provide opportunities for students to express creativity.</p> <p>KPI/Metric/Measure: By the end of the year, expand opportunities by 20%</p> <p>Staff Responsible for Monitoring: Teacher, Adult Years Vocational Program, Disability Services Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Cricut Machine and supplies - 282 - ESSER - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 18 Problem Statements:

Demographics
<p>Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members. Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 19: (CIA) By the end of the year, there will be an increase in the percent of all students on grade level from 32% to 35% as measured by EOY assessments.

Targeted or ESF High Priority

Evaluation Data Sources: Circle, MAP, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: (ALL CIA) Increase student achievement and ensure all students are prepared for college, career, and military readiness through rigorous curriculum by:</p> <ul style="list-style-type: none"> involving stakeholders, particularly teachers, in the development of clearly articulated curriculum resources, including a scope and sequence and units of study; aligning monolingual and bilingual curriculum to ensure coherence throughout each campus and in each grade level; collaborating across program areas for alignment and continuity, including Bilingual/Dual Language, Special Education, Career and Technical Education, Fine Arts, 21st Century Learning, Advanced Academics, Health/Physical Education, Multi-Tiered Systems of Support, and Early Childhood; ensuring fidelity to the curriculum framework through the managed foundation, incorporating feedback mechanisms for resource refinement, including support for implementation through ongoing professional development; codifying the philosophy, purpose, and process in a legacy document to communicate the expectations for curriculum development in SAISD; and providing professional learning for development and use of curriculum to curriculum writers, campus personnel, and principals. <p>KPI/Metric/Measure: By July 1, 2021, verify completion of all revised YAGs and Pacing Calendars, and post to the CIA website. By August 31, onboard all new teachers to the curriculum resources at NTO, and provide ongoing support to all teachers at Curriculum Day, PLNs, and Saturday events. By December 30, 2021, identify 4 members for each curriculum writing/revision team. By January 31, 2022, all legacy documents and handbooks will be revised/updated in preparation for the March principal meeting: CMP District Literacy Plan District Math Plan By March 31, 2022, feedback is collected for legacy documents and handbooks by all principals and key stakeholder groups (DCs, ACTs, ICs, ISs, ALT, TAG, PAG). By March 31, 2022, complete an informal audit of the curriculum to ensure alignment between mono- and bilingual and additional academics programs utilizing the TASA CMAT tools. By April 30, 2022, gather feedback from all teachers on the priority standards and scope and sequence to make revisions for the 2022 - 2023 school year. By June 17, 2022, complete curriculum revisions and complete payment of curriculum writers.</p> <p>Staff Responsible for Monitoring: CIA Directors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: extra duty pay - 198 - TRE - \$303,727, contracted services - 199 - Local Maintenance - \$18,500, travel - 199 - Local Maintenance - \$8,500, supplies & materials - 164 - State Compensatory Education (SCE) - \$20,000, curriculum development supporting materials (TCM) - 164 - State Compensatory Education (SCE) - \$2,270</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: (ALL CIA) Increase student achievement and rigorous, student-centered instruction aligned to the instructional frameworks by:</p> <ul style="list-style-type: none"> aligning resources to the instructional frameworks and curriculum for direction on implementation; implementing professional learning networks to increase collective teacher efficacy; modeling and supporting the implementation of student learning strategies for engagement, including ESL, SEL, small-groups, differentiation, technology integration, intervention, and enrichment; implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue; supporting the use of a sheltered instruction framework that makes content comprehensible for ELs at varying language proficiency levels; supporting the use of instructional models that promote language development, collaboration, and culturally relevant pedagogy; incorporating writing-to-learn strategies for across the content areas, such as quick writes and quick write summaries; incorporating interdisciplinary learning approaches including STEM, STEAM, project-based learning, and arts integration. increasing access to high-quality professional learning through Professional Learning Networks, after school trainings, EPIC Saturdays, PD in PJs, and partnerships with leading professional development organizations; and offering professional learning aligned to program goals for tier 1 instruction utilizing multiple modalities such as face to face, webinar, online, and self-paced. <p>KPI/Metric/Measure: Increase student achievement and rigorous, student-centered instruction aligned to the instructional frameworks by:</p> <ul style="list-style-type: none"> aligning resources to the instructional frameworks and curriculum for direction on implementation; implementing professional learning networks to increase collective teacher efficacy; modeling and supporting the implementation of student learning strategies for engagement, including ESL, SEL, small-groups, differentiation, technology integration, intervention, and enrichment; implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue; supporting the use of a sheltered instruction framework that makes content comprehensible for ELs at varying language proficiency levels; supporting the use of instructional models that promote language development, collaboration, and culturally relevant pedagogy; incorporating writing-to-learn strategies for across the content areas, such as quick writes and quick write summaries; incorporating interdisciplinary learning approaches including STEM, STEAM, project-based learning, and arts integration. increasing access to high-quality professional learning through Professional Learning Networks, after school trainings, EPIC Saturdays, PD in PJs, and partnerships with leading professional development organizations; and offering professional learning aligned to program goals for tier 1 instruction utilizing multiple modalities such as face to face, webinar, online, and self-paced. <p>Staff Responsible for Monitoring: CIA Directors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June

Problem Statements: Student Learning 1

Funding Sources: contracted services - 199 - Local Maintenance - \$3,000, supplies & materials - 199 - Local Maintenance - \$4,948, Books - 164 - State Compensatory Education (SCE) - \$3,000, supplies & materials - 164 - State Compensatory Education (SCE) - \$15,000, TCM Booster Math Materials K-5 - 282 - ESSER - \$125,241, Guided Math Institute - 282 - ESSER - \$33,000, Guided Math Institute Resources - 282 - ESSER - \$9,725

Strategy 3 Details	Reviews			
<p>Strategy 3: (ALL CIA) Transform human capital management and internal opportunities for career advancement through the development of leadership academies to develop instructional leaders by: identifying internal candidates for leadership academies and subsequently, leadership positions; developing a Teacher Leader Academy and an Academics Leadership Academy; collaborating with district and school leaders to develop relevant learning experiences based on individual participant career aspirations; engaging participants in a long-term capstone project targeting areas aligned to school improvement; and collaborating with Talent Management to prioritize candidates in hiring opportunities for leadership positions. developing a New Instructional Coach Mentorship Program that provides onboarding, cultivates a positive culture and understanding around Student-Centered Coaching Model, and assists in developmental needs of individual coaches based on designated goals.</p> <p>KPI/Metric/Measure: By October 1, 2021, all new ICs will have completed a meeting with their supervisor to discuss expectations for performance. By December 31, 2021, all candidates will have completed a job shadowing and reflection for a position/role of interest. By January 30, 2022, 50% of academy modules will be complete and candidates will have started their capstone project. By April 1, 2022, information sessions will be held to provide program details to interested applicants. By March 1, 2022, the application will open for the 2022-2023 cohort. By May 1, 2022, candidates will have completed a second job shadowing and reflection for a position/role of interest. By May 31, 100% of candidates will complete and present a capstone project to highlight their work. By June 1, 2022, the application will close for the 2022 - 2023 cohort. By June 1, 2022, 100% of applicants will have been interviewed by a prospective campus or department, and are in contention for a leadership position. By June 30, all applicants will be notified of their acceptance status for the 2022 - 2023 cohort.</p> <p>Staff Responsible for Monitoring: CIA Directors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: contracted services - 199 - Local Maintenance - \$6,000, books - 199 - Local Maintenance - \$9,000, supplies & materials - 199 - Local Maintenance - \$6,000, misc. operating costs - 199 - Local Maintenance - \$21,000, substitutes - 164 - State Compensatory Education (SCE) - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: (ALL CIA) Increase student achievement through collaboration and learning by: participating and presenting in regional, state, and national conferences that promote transformative practices in urban education; engaging in reflection with job-alike professionals around current problems of practice and potential solutions; and collaborating with educational figures who have found innovative ways of furthering content, pedagogy, school improvement, and student achievement.</p> <p>KPI/Metric/Measure: By September 1, 2021, submit presentation proposals to CGCS. During the 21-22 school year participate in quarterly meetings offered at ESC Region XX providing updates to staff as it relates to core content.</p> <p>Staff Responsible for Monitoring: CIA Directors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: mileage - 211 - ESEA Title I, Part A - Regular - \$12,500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: (ALL CIA) Collaboratively develop formative and performance-based assessments to provide feedback on mastery of standards; Utilize protocols that leverage student data for instructional improvement, particularly student work; Create assessment practices that encourage reflection and the development of assessment-capable learners; and Codify the philosophy, purpose, and process in a legacy document to communicate the expectations for curriculum development in SAISD</p> <p>KPI/Metric/Measure: During the 21 - 22 school year, ongoing support will be provided for implementation of legacy documents and handbooks. By January 31, 2022, all legacy documents and handbooks will be revised/updated in preparation for the March principal meeting: Assessment Practices District Assessment Procedures By March 31, 2022, feedback is collected for legacy documents and handbooks by all principals and key stakeholder groups (DCs, ACTs, ICs, ISs, ALT, TAG, PAG). By April 1, 2022, contribute dates for simulations, CBAs, FitnessGram, and semester exams to the finalized 22-23 District Assessment Calendar.</p> <p>Staff Responsible for Monitoring: CIA Directors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Substitutes - 164 - State Compensatory Education (SCE) - \$6,000, contracted services - 164 - State Compensatory Education (SCE) - \$5,903, contracted services - 199 - Local Maintenance - \$5,000, testing platform & item banks - 164 - State Compensatory Education (SCE) - \$189,620, online subscription - 164 - State Compensatory Education (SCE) - \$229,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: (MATH/Science) Improve student achievement and fill gaps in student learning to ensure attainment of the foundational curriculum by:</p> <p>using Imagine Learning and iStation, an adaptive online curriculum, that supports student learning and responds to actions and decisions, available in English and Spanish;</p> <p>Using Sirius Education Solutions instructional materials</p> <p>Secondary Math utilizing Mentoring Math, AVID Center, Lead4Ward online and printed materials, and StepUp materials. providing ongoing professional learning to onboard new teachers and support effective implementation for all teachers, including monthly monitoring of student progress;</p> <p>providing professional learning on the effective implementation of a blending learning approach in the classroom; and monitoring student and teacher use for fidelity to the program.</p> <p>Creating a summer bridge program for science and math</p> <p>KPI/Metric/Measure: Imagine Math</p> <p>By December 31, 2021, 65% of students using Imagine Math will complete at least 15 lessons.</p> <p>By the 2022 spring STAAR assessment, 65% of students using Imagine Math will complete at least 15 additional lessons.</p> <p>iStation</p> <p>Every month, the number of Tier 1 students will increase by 2% at all grade levels</p> <p>From BOY to MOY, increase the number of students participating by 2%</p> <p>From MOY to STAAR, increase the number of students participating by 2%</p> <p>By September 2021, all K-5 teachers will have access to Istation to support student learning.</p> <p>By August 2021, all new teachers will be provided the opportunity to participate in NTO to receive onboarding.</p> <p>During the 21-22 school year, ongoing professional development is available every semester to all K-5 teachers on monitoring student progress and implementing effective practices such as the blended learning approach.</p> <p>Staff Responsible for Monitoring: Elementary Math Director, Elementary ELAR Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Imagine Learning online subscription - 164 - State Compensatory Education (SCE) - \$375,000, iStation subscription - 164 - State Compensatory Education (SCE) - \$543,600, Mentoring Minds platform and training - 164 - State Compensatory Education (SCE) - \$98,087, Lead4Ward STAAR Prep online subscription and supporting materials - 164 - State Compensatory Education (SCE) - \$11,375, StepUp book - 164 - State Compensatory Education (SCE) - \$8,365.52, Summer Bridge AVID - 164 - State Compensatory Education (SCE) - \$3,640, Sirius Education Solutions instructional materials - 164 - State Compensatory Education (SCE) - \$1,700, Math Summer Bridge (AVID) - 164 - State Compensatory Education (SCE) - \$10,383, Math Summer Bridge printing & resources - 164 - State Compensatory Education (SCE) - \$6,000, Science Summer Bridge (AVID) - 164 - State Compensatory Education (SCE) - \$4,787, Science Summer Bridge printing & resources - 164 - State Compensatory Education (SCE) - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: (Science) Teacher Professional Development Increase student achievement and rigorous, student-centered instruction aligned to the instructional frameworks by: aligning resources to the instructional frameworks and curriculum for direction on implementation; implementing professional learning networks to increase collective teacher efficacy; modeling and supporting the implementation of student learning strategies for engagement, including ESL, SEL, small-groups, differentiation, technology integration, intervention, and enrichment; implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue; supporting the use of a sheltered instruction framework that makes content comprehensible for ELs at varying language proficiency levels; supporting the use of instructional models that promote language development, collaboration, and culturally relevant pedagogy; incorporating writing-to-learn strategies for across the content areas, such as quick writes and quick write summaries; incorporating interdisciplinary learning approaches including STEM, STEAM, project-based learning, and arts integration. increasing access to high-quality professional learning through Professional Learning Networks, after school trainings, EPIC Saturdays, PD in PJs, and partnerships with leading professional development organizations; and offering professional learning aligned to program goals for tier 1 instruction utilizing multiple modalities such as face to face, webinar, online, and self-paced.</p> <p>KPI/Metric/Measure: By August 31, 2021, provide an orientation on the Science Instructional Framework and resources for all returning and new employees (NTO & Curriculum Day). Provide 5th, 8th, and Biology professional development every 9 weeks including a STAAR/EOC focused session (PLNs, EPICs, and PD in PJs). Create and post asynchronous unit modules for grades 6th & 7th3, 4, 6, & 7 prior to each unit of study. Each professional development opportunity may include the modeling of instructional strategies that incorporate culturally relevant pedagogy, sheltered instruction components, differentiation, technology integration, and interdisciplinary learning approaches. Each semester, provide professional learning sessions across multiple modalities with 90% or more of participants providing an effective rating on the quality of the session. On a weekly basis, Instructional Specialists will summarize their campus support on the Instructional Specialist Support Logs that are shared with Principals and Assistant Superintendents. Each specialist will participate in one-on-one coaching, PLNs, campus PLCs, and supporting specialist colleagues in implementing the Science Instructional Framework components.</p> <p>Staff Responsible for Monitoring: Science Department Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: substitutes - 164 - State Compensatory Education (SCE) - \$18,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: (Science) Tier II Resources Ensure all students have access to high quality Tier II instructional resources aligned to the SAISD Science Frameworks by: Purchasing Explore Learning Gizmos, online interactive simulations & virtual labs, for teachers grades 3 - 12.</p> <p>KPI/Metric/Measure: By September 30, 2021, 50% of teachers will be trained and implementing Gizmos within the classroom. By October 30, 2021, 75% of teachers will be trained and implementing Gizmos within the classroom. By December 18, 2021, 100% of teachers will be trained and implementing Gizmos within the classroom. Increase usage of Gizmos by 10% during the 21-22 school year. By January 31, 2022, gather feedback from all teachers on quality and effectiveness of the instructional resource for the 2022 - 2023 school year.</p> <p>Staff Responsible for Monitoring: Science Department Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: online subscription - 164 - State Compensatory Education (SCE) - \$42,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 9 Details	Reviews			
<p>Strategy 9: (Science) Provide enrichment opportunities in Science for all students by conducting a district-wide Science and STEM Fair.</p> <p>Science and STEM Fair Provide enrichment opportunities in Science for students by: Establishing a district wide elementary science fair where students will demonstrate scientific literacy by applying learned skills and critical thinking to real-world problems Establishing a district wide secondary science fair where students will demonstrate scientific literacy by applying learned skills and critical thinking to real-world problems Create marketing materials in order to recruit participation in district science fairs Recruit community science leaders to judge the events.</p> <p>KPI/Metric/Measure: By the end of the year, all students will be provided the opportunity to participate in the district-wide science and stem fair Staff Responsible for Monitoring: Science Department Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 Funding Sources: Display Boards - 164 - State Compensatory Education (SCE) - \$10,000, Team Shirt - 282 - ESSER - \$4,152.50, Nurse for fair outside of contract hours - 282 - ESSER - \$280, Science Fair Awards - 282 - ESSER - \$1,337</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: (ELE ELAR) Increase student achievement and rigorous, student-centered instruction aligned to the instructional frameworks by offering professional learning aligned to the District Literacy Plan for tier 1 instruction utilizing multiple modalities such as face to face, webinar, online, and self-paced; and providing all K-2 teachers a supplemental Phonological Awareness resource in English; and providing professional learning opportunities for test prep, including but not limited to PLNs, after school specials, and webinars to support the implementation of preparatory assessment resources.</p> <p>KPI/Metric/Measure: 2% increase in MAP performance from MOY to EOY Staff Responsible for Monitoring: Elementary ELAR Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 Funding Sources: Substitutes - 164 - State Compensatory Education (SCE) - \$27,000, Books - 164 - State Compensatory Education (SCE) - \$39,150</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 11 Details	Reviews			
<p>Strategy 11: (SEC ELAR) Ensure all students have access to high-quality instructional resources aligned to the SAISD Secondary R-LA Frameworks, such as Newsela, NoRedInk, Actively Learn, and Patterns of Power to create culturally responsive rigorous learning opportunities.</p> <p>Purchasing NewsELA: aligned texts for grades 6-English IV and tools for instruction and small group instruction, plus PD \$240,000</p> <p>Purchasing NoRedInk: aligned process writing and revising and editing practice for grades 6, 7, 8, English I-II, plus PD \$211,271</p> <p>Actively Learn: aligned texts for English I-English IV and tools for instruction and small group instruction, plus PD \$491,106 (TIMA)</p> <p>Purchasing Patterns of Power, Grades 6-8 Resource</p> <p>Create a book list in partnership with teachers, students, and Library Media Services to include: Culturally-responsive texts for SAISD students Texts with grade-appropriate complexity Creating resources aligned to TSI 2.0 and offer professional development to teachers Canvas course with lessons aligned by strand Google Folder of lessons aligned by strand ThinkUp! Mentoring Minds STAAR Prep Materials for grades 6-8 Middle School and academies</p> <p>KPI/Metric/Measure: By August 10, 2021, 100% of campuses will have access to Newsela, Actively Learn, NoRedInk, Patterns of Power, TurnItin, Sirius, and ThinkUp! (middle schools, academies with grades 6-8, and high schools)</p> <p>Increase CBA #1 district meets performance Grade 6 from 10% to 13% Grade 7 Reading from 19% to 22% Grade 7 Writing from 11% to 14% Grade 8 from 10% to 13% English I from 37% to 40% English II from 14% to 17%</p> <p>Increase CBA #2 meets performance Grade 6 from 10% to 13% Grade 7 Reading from 12% to 15% Grade 7 Writing from 14% to 17% Grade 8 from 12% to 15% English I (19-20) from 51% to 54% English II (19-20) from 18% to 21%</p> <p>Increase STAAR/EOC meets performance Grade 6 from 20% to 23% Grade 7 Reading from 25% to 28% Grade 7 Writing from 22% to 25% Grade 8 from 21% to 24% English I from 23% to 25%</p>	Formative			Summative
	Oct	Jan	Apr	June

English II from 29% to 31%

100% of EPIC Saturdays have at least one TSI Training offering and, by August 2021, 100% of high school teachers will have access to Canvas course of materials

By December 31, 2021:

NoRedInk: 65% of students have 10 topics mastered

Newsela: 65% of R-LA students have completed 7 quizzes

Actively Learn: 65% of R-LA high schools student have completed 7 assignments

TurnItIn: 65% of AP and DC R-LA teachers utilize

By 2022 spring STAAR assessment:

NoRedInk: 65% of R-LA students have 20 topics mastered

Newsela: 65% of students have completed 15 quizzes

Actively Learn: 65% of R-LA high schools student have completed 7 assignments


TurnItIn: 65% of AP and DC R-LA teachers utilize






Staff Responsible for Monitoring: SEC ELAR Director, Advanced Academics Director

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Funding Sources: Online subscriptions - 164 - State Compensatory Education (SCE) - \$520,000

Strategy 12 Details	Reviews			
<p>Strategy 12: Increase student achievement by providing targeted, instructional support in grades K-5 from Associates for Educational Success (AES) consultants to a cohort of campuses. Improve student achievement by increasing teacher capacity while participating in job embedded professional learning with their students. Teachers will have opportunities for: participating in lesson studies observing model teaching/co-teaching providing small group support identifying priority strategies for computation at each grade level observing the consultant model the use of best instructional practices, Anchor Charts, Math Journals, and Talk Moves</p> <p>KPI/Metric/Measure: During each visit of the 21-22 school year, the consultant will work with a minimum of 3 teachers as evidenced by the Service Reports During the 21-22 school year, 100% of teachers working with the consultant will submit a goal to be accomplished by the consultant's next visit. During the 21-22 school year, 80% of the teachers participating will create an Anchor Chart for each of their units During the 21-22 school year, 80% of the teachers participating will increase their use from the visit before of Talk Moves by 10% as evidenced through classroom observations During the 21-22 school year, 80% of the teachers participating will increase their use from the visit before of Quick Writes/Summaries in student journals by 10% and with 50% of the students writing moving from proficient to mastery. July 2022, AES consultants will lead a summer institute for 200 district teachers (not a part of the cohort) to attend that addresses the use of academic vocabulary (anchor charts), journaling, talk moves, and effective instructional practices.</p> <p>Staff Responsible for Monitoring: Math Dept</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: (AES) consultant, professional development, & materials - 164 - State Compensatory Education (SCE) - \$165,000, Subs - 164 - State Compensatory Education (SCE) - \$24,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 13 Details	Reviews			
<p>Strategy 13: Reading: Implement and monitor a dyslexia intervention program for students with disabilities to increase Student Achievement, Student Progress, and to Close the Achievement Gap.</p> <p>KPI/Metric/Measure: Program usage stats, STAAR, MAP</p> <p>Staff Responsible for Monitoring: Campus Admin, Dyslexia Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: dyslexia intervention program - 164 - State Compensatory Education (SCE) - 164-11-6329-00-026-30-866 - \$22,526, dyslexia intervention program - 164 - State Compensatory Education (SCE) - 164-11-6399-00-866-30-0-00 - \$4,380, dyslexia intervention program - 211 - ESEA Title I, Part A - Regular - \$10,584</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 19 Problem Statements:

Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>


Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS





1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 20: (SEAD & RP) Increase the number of campuses supporting students with daily check-ins and individualized responsive activities from 35 to 45

Evaluation Data Sources: Daily Check-In Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase staff responsiveness to student social, emotional, and academic development needs through learning readiness and wellness check-ins by providing campuses access to a digital SEAD app [Rhithm] that includes activities responsive to students' needs during in-person and remote learning and providing district and campus data on trends analysis for how students are self-reporting learning readiness and mental, energy, emotional, physical, and social well-being.</p> <p>KPI/Metric/Measure: Increase the number of campuses supporting students with daily check-ins and individualized responsive activities from 35 to 45</p> <p>Staff Responsible for Monitoring: SEAD Director</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Rhithm (district license) - 164 - State Compensatory Education (SCE) - \$35,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a SEAD approach focused on the 3 essential elements, designed to improve student success in school, college, career, military, and life by -</p> <p>Provide 4 weeks of SEAD lessons in Canvas for teachers to use in grades 6-12 across grade bands 6-8 and 9-12. Provide CASEL SElect explicit instruction curriculum for grades 6 & 7 Provide training and ongoing support Provide supplemental resources & materials Facilitate Family/Community Outreach Events Collaborate with Health & PE Collaborate with Core Content Directors to integrate SEAD Competencies into district Curriculum Guides</p> <p>KPI/Metric/Measure: Increase favorable student perception of teacher-student relationships by 10%:</p> <p>By Aug 1, post 4 weeks of explicit SEL lessons to Canvas Commons</p> <p>By Sep 17, reach at least 75 downloads of Canvas 6-12 SEAD activities.</p> <p>SEAD Student Surveys - increase student perception of positive teacher-student relationships from 50% to 60% by the end of the 20-21 school year</p> <p>SEAD Student Surveys - increase student positive sense of belonging from 40% to 50% by the end of the 20-21 school year</p> <p>Staff Responsible for Monitoring: SEAD Director and school counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: SEL curriculum by the Mendez Foundation - 164 - State Compensatory Education (SCE) - \$12,000, SEL student resources and supplies - 282 - ESSER - \$25,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: CARE Team will be deployed to any campus based on need and will travel to campuses to provide follow-up support for students who have received CARE services. Build capacity by increasing knowledge around current psychological and behavioral analytic techniques through professional development and professional learning networks in the areas of evaluation, counseling, and behavioral analysis.</p> <p>KPI/Metric/Measure: Increase of contacts by 10% Staff Responsible for Monitoring: SEAD and Restorative Services</p> <p>Problem Statements: Demographics 1 Funding Sources: Supplemental Pay - 216 - ESEA - Title IV, Part A, Subpart 1 - SSAE - \$2,528, Supplies and Materials - 216 - ESEA - Title IV, Part A, Subpart 1 - SSAE - \$1,000, Professional Development and Materials - 216 - ESEA - Title IV, Part A, Subpart 1 - SSAE - \$1,500, Mileage & Phone Service reimbursement - 216 - ESEA - Title IV, Part A, Subpart 1 - SSAE - \$2,500</p>	Formative			Summative
	Oct	Jan	Apr	June
	0%			
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase student access to SEAD support in classrooms by - Provide Classroom Peace Areas PD for K-5 campus staff and Provide Classroom Peace Area materials for classroom teachers</p> <p>KPI/Metric/Measure: Increase the number of classrooms with Peace Areas by 30% Staff Responsible for Monitoring: SEAD and Restorative Services</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: supplies Peace Area - 164 - State Compensatory Education (SCE) - \$3,500</p>	Formative			Summative
	Oct	Jan	Apr	June
	0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 20 Problem Statements:

Demographics
<p>Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members. Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS






Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 21: (School Leadership) Increase the continual improvement process at all campuses by 5% in all content areas using end-of-year assessments.

Targeted or ESF High Priority

Evaluation Data Sources: Observation reports, feedback to campus, STAAR, TELPAS, MAP, District CBAs and Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal's supervisors and coordinators will conduct weekly campus visits to observe campus instruction and will provide feedback to campus leadership.</p> <p>KPI/Metric/Measure: STAAR, TELPAS and MAP data</p> <p>Staff Responsible for Monitoring: Academic Leadership Coordinators, Principal Supervisors, and Assistant Superintendents</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Mileage - 287 - ESEA - Consolidated Administrative Fund - \$10,700, Reading materials and supplies - 287 - ESEA - Consolidated Administrative Fund - \$17,427, Technology - 287 - ESEA - Consolidated Administrative Fund - \$4,500, Travel - 287 - ESEA - Consolidated Administrative Fund - \$12,829, part time supplemental payroll - 282 - ESSER - \$25,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Principal supervisors and coordinators will attend conferences and professional development in order to increase personal capacity.</p> <p>KPI/Metric/Measure: Conference/PD materials and agendas</p> <p>Staff Responsible for Monitoring: School Leadership</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Conference Attendance and Materials - 287 - ESEA - Consolidated Administrative Fund - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 21 Problem Statements:

Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>


Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS



1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)





Performance Objective 22: (DLBEM) By the end of the year, increase District's EL progress rate (Domain 3) by 15%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR / MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Design a comprehensive curriculum plan with strategies and resources, aligned with SAISD's Literacy Plan, to meet the needs of Dual Language students</p> <p>KPI/Metric/Measure: 5% increase from BOY to MOY MAP Spanish and English Reading Growth K-8</p> <p>5% increase from BOY to MOY MAP Spanish & English Reading Fluency Oral Reading Rate</p> <p>Staff Responsible for Monitoring: DLBEM</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Curr Enhance Ele/Sec - 263 - ESEA Title III LEP - \$30,500, Cultural Relev Books - 263 - ESEA Title III LEP - \$30,000, Dictionaries - 263 - ESEA Title III LEP - \$3,700, Consultants - 263 - ESEA Title III LEP - \$5,000, Savvas - Palabras a su Paso Student Resource Materials/Digital - 263 - ESEA Title III LEP - \$75,000, Curriculum Literacy Resources - Heggerty - 263 - ESEA Title III LEP - \$23,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide secondary DL content teachers with class books and other digital and print sources in Spanish to supplement language acquisition</p> <p>KPI/Metric/Measure: By the end of the year, 100% of Social Studies DL teachers will supplement the Active Classroom instructional resource with DBQ Spanish resources, as evidenced by formative assessments aligned to TEKS, walk-through observations, instructional coaching & support.</p> <p>Staff Responsible for Monitoring: DLBEM</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Books del Sur; Lee & Low Books / digital glossaries from Seidlitz - 263 - ESEA Title III LEP - \$5,000, DBQ Project - 263 - ESEA Title III LEP - \$9,375</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and monitor systems for district Dual Language implementation for all stakeholders and create growth and engagement opportunities for Dual Language stakeholders to increase their knowledge and understanding of program implementation with fidelity through high quality professional learning opportunities</p> <p>KPI/Metric/Measure: 80% of DL teachers will show evidence of district systematized implementation during classroom walkthroughs focused on 12 DL elements during the 2nd, 3rd and 4th 9 weeks</p> <p>Staff Responsible for Monitoring: DLBEM</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Dr.Arreguin-Anderson PK-K early biliteracy in a DL classroom - 263 - ESEA Title III LEP - \$6,600, Bueno Center, Literacy Squared Regents of Colorado - 263 - ESEA Title III LEP - \$24,000, La Cosecha - 263 - ESEA Title III LEP - \$32,000, World Language Conference - 263 - ESEA Title III LEP - \$3,150, CAL SIOP for Dual Language Programs - 263 - ESEA Title III LEP - \$1,150, CAL Spanish Literacy Institute: Virtual Training - 263 - ESEA Title III LEP - \$1,150, Bueno Center, Puebla, Institute - 263 - ESEA Title III LEP - \$12,000, Supplies - 263 - ESEA Title III LEP - \$10,000, Lunita Kit - 263 - ESEA Title III LEP - \$80,000, Estrellita virtual PD training plus materials(kits) - 263 - ESEA Title III LEP - \$18,000, Adelante Conference - 263 - ESEA Title III LEP - \$2,000, Vale Por Dos Professional Development - 263 - ESEA Title III LEP - \$8,000, Title III Symposium - 263 - ESEA Title III LEP - \$3,000, Savvas (Palabras as su Paso) Professional Development - 263 - ESEA Title III LEP - \$2,000, Heggerty - Professional Development - 263 - ESEA Title III LEP - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure access to high-quality instructional resources to accelerate language development for beginner/intermediate 0-5 year Els</p> <p>KPI/Metric/Measure: By September 2021, 50% of 2nd-12 grade DL students will complete 2/4 Listening/ Speaking assessments on Summit K12. By December 2021, 70% of 2nd-12 grade DL students will complete 4/6 Listening/ Speaking assessments on Summit K12. By February 2022, 90% of 2nd-12 grade students will complete 6/8 Listening/ Speaking assessments on Summit K12.</p> <p>Staff Responsible for Monitoring: ESL Dept</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Summit K-12 Platform - 263 - ESEA Title III LEP - \$30,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Providing additional instructional opportunities for ELs through required and enrichment summer school sessions: DL Summer Bridge PK-K Summer School</p> <p>KPI/Metric/Measure: Enrollment, MAP</p> <p>Staff Responsible for Monitoring: DLBEM Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional materials and supplies (PK-K Summer School) - 163 - State Bilingual - \$62,500 , Instructional materials and supplies (Summer Bridge) - 163 - State Bilingual - \$13,312, Printing, PD, read alouds, books, classroom supplies, field trips - 282 - ESSER - \$62,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide additional instructional opportunities for ELs through required and enrichment summer school sessions through ESL Newcomer summer program</p> <p>KPI/Metric/Measure: Enrollment and MAP</p> <p>Staff Responsible for Monitoring: DLBEM Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies and materials Transportation (field trips) Salaries including PD: Snacks & Incentives - 214 - Title III, Part A-Immigrant - \$21,700, General Supplies, Incentives, AVID, Books - 214 - Title III, Part A-Immigrant - \$62,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Providing identified English learners with resources including printed materials</p> <p>KPI/Metric/Measure: TELPAS</p> <p>Staff Responsible for Monitoring: DLBEM</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Dictionaries/Books - 263 - ESEA Title III LEP - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 22 Problem Statements:

Demographics
<p>Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members. Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.</p>
Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>


Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS


Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)


Performance Objective 23: (DLBEM) By the end of the year, the percentage of newcomer parents and families enrolling to continue their education will increase by 10%


Targeted or ESF High Priority


Evaluation Data Sources: Numbers of Certificate of Completion

Strategy 1 Details	Reviews			
<p>Strategy 1: Establishing Plazas Comunitarias through the Mexican Consulate to provide courses so that parents/families are able to complete Primaria (K-6), Secundaria (7-9) and pursue other coursework (ESL, GED, Computer Literacy, Citizenship, certifications, etc. via a partnership with the SAISD Adult and Community Education Department</p> <p>KPI/Metric/Measure: Begin Plazas Comunitarias from September 2021 to June 2022 Begin progress monitoring of Plazas Comunitarias via participant attendance and completion rates (1st semester 2021 and second semester 2022) Certificate of completion ceremonies (January 2021 and May 2022)</p> <p>Staff Responsible for Monitoring: Welcome Center</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Teacher/Facilitator Extra Duty Pay - 263 - ESEA Title III LEP - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 23 Problem Statements:

Demographics
<p>Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members. Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 24: (A&E) By the end of the year, the percentage of enrolled students will increase by 5%.

Evaluation Data Sources: Enrollment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and execute an enrollment campaign focused on community outreach.</p> <p>KPI/Metric/Measure: June 2022 - Increase 5%</p> <p>Staff Responsible for Monitoring: Office of Access and Enrollment and FCE Department</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: marketing materials and printing - 282 - ESSER - \$500,000, parent - student incentives and supplies for enrollment - 282 - ESSER - \$300,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the efficacy of enrollment and master scheduling at all campuses</p> <p>KPI/Metric/Measure: enrollment numbers and completion rates of master schedules</p> <p>Staff Responsible for Monitoring: principals - district master scheduler</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: whiteboards for master schedulers - 282 - ESSER - \$49,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 24 Problem Statements:








Demographics
<p>Problem Statement 2: As a district, enrollment has dropped by 7% since 2019. Root Cause: Need to strengthen community outreach and marketing of SAISD campuses and programs.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 25: (PE) By the end of June, student awareness of local environmental locations and how they can interact with them will increase by 80%.

Evaluation Data Sources: Student attendance, student artifacts and feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Through the Fishing Survival Orienting and Outdoor Adventure curriculum, teachers will receive professional development, curriculum, and materials to support student environmental interactions during June 2022.</p> <p>KPI/Metric/Measure: By the end of June, 80% of all participating students will experience an environmental interaction based on their age group</p> <p>Staff Responsible for Monitoring: Physical Ed Department</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Curriculum / materials / professional development - 282 - ESSER - \$9,750</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 25 Problem Statements:

Demographics
<p>Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members.</p> <p>Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 26: (D Fernandez) By the end of the year, safety practices on all campuses will increase by 90%.

Evaluation Data Sources: Installation completions

Strategy 1 Details	Reviews			
<p>Strategy 1: In collaboration with Med Wheels, the evacuation chairs will be installed at each stairwell at identified campuses.</p> <p>KPI/Metric/Measure: Completion of all projects by June</p> <p>Staff Responsible for Monitoring: D. Fernandez</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Equipment and Installation - 282 - ESSER - \$286,770</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase ID Badge holders for professionals in order to quickly identify those who are authorized to be on campus.</p> <p>KPI/Metric/Measure: End of the year 8000 holders will be distributed</p> <p>Staff Responsible for Monitoring: Academics and School Leadership</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: badge holders - 282 - ESSER - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 26 Problem Statements:




Demographics
<p>Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members.</p> <p>Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.</p>


Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS


Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)


Performance Objective 27: By the end of the year, students receiving speech support will increase by 75%


Evaluation Data Sources: Contact logs from specialists

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students who are in need of speech therapy with support from contracted specialists, technology with supportive applications, and evaluation platforms to track progress.</p> <p>KPI/Metric/Measure: 100% completion of distribution, training, and contracting by the end of the second semester</p> <p>Staff Responsible for Monitoring: Disabilities support services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: contracted services - 282 - ESSER - \$1,000,000, tablets - 282 - ESSER - \$300,000, assessment/evaluation apps - 282 - ESSER - \$600,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 27 Problem Statements:








Demographics
<p>Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members.</p> <p>Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 28: (Disability SS) By the end of the year, support service awareness for all professional staff will increase by 80%

Evaluation Data Sources: Training attendance, implementation reviews, and feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: CPI training programs provide strategies and techniques for all levels of educational professionals, from district administrators to classroom staff. These strategies focus on the Care, Welfare, Safety, and Security of all students and staff with evidence-based, trauma-informed behavior management and crisis prevention approaches.</p> <p>KPI/Metric/Measure: 100% staff trained by end of year. Staff Responsible for Monitoring: Disability SS Staff</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: professional development for teachers and admin. staff - 282 - ESSER - \$30,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 28 Problem Statements:

Demographics
<p>Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members. Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.</p>

Goal 2: ENSURE PROFICIENCY


2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)


Performance Objective 1: (DLBEM) 100% of bilingual hub campuses will be monitored with a coding review for the 21-22 school year.


Targeted or ESF High Priority


Evaluation Data Sources: Folder Audits

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement consistent campus coding reviews with the compliance team. Establish deadlines for programmatic coding checkpoints and reviews with the compliance team and campuses. Establish system for EL cumulative folder audits.</p> <p>KPI/Metric/Measure: 50% of bilingual hubs will be monitored and reflect accurate programmatic coding by October 1st, 2021. 50% of PK-1st cumulative folder audits will be completed by December 17, 2021. 100% of PK-1st cumulative folder audits will be completed by April 29, 2022.</p> <p>Staff Responsible for Monitoring: Dual Language, ESL, and Migrant Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members. Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.</p>

Goal 2: ENSURE PROFICIENCY

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

Performance Objective 2: Increase the percent of students kinder ready in Reading (from 67 to 70) & and maintain Math at 70.

Targeted or ESF High Priority

Evaluation Data Sources: Circle / MAP results

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase access and enrollment of high-quality PK programs by?: Utilizing effective outreach strategies to market and recruit students for PK programs via: PK / Head Start Roundup PK Application Events / Student Registration Head Start Recruitment Events Experience SAISD Events Campus Health and Family Fairs District website ECE Department website Social Media (Facebook / Twitter / Instagram)? Partnering with community stakeholders including City of San Antonio Head Start and other agencies to identify at-risk families of 3 and 4-year-old students to: Determine eligibility of Head Start PK program Select Head Start eligible students for enrollment throughout Head Start classes Monitor attendance of Head Start students Provide wrap-around services for Head Start students and their families ?Ensure equity of access to high-quality PK programs by: Recruiting potential students with early childhood intervention needs to provide continuation of support, including special education services (ECI) Enrolling eligible 3- and eligible 4- year olds in the state-funded PK program based on TEA criteria (guaranteed 2-year program for eligible 3-year olds) Enrolling eligible 3 and 4-year-olds in the federally-funded Head Start program based on at-risk criteria / need (point matrix system, guaranteed 2-year program - targeting 3 year olds as priority, dual enrollment with PK)? Rollover eligible 3-year-olds into PK4 ECE classes (PK and Head Start) Utilizing financial support from local District funds to serve non-eligible PK students as defined by TEA. Any 3- and/or 4-year olds not eligible by TEA for PK students do not generate ADA funds. These are formerly referred to as "tuition" PK students.)</p> <p>KPI/Metric/Measure: TEA HQPK Component: ?Access and Enrollment ?By October 2021, enroll a minimum of 2,000 PK (ADA eligible) students for Snapshot ?By October 2021, enroll a maximum of 2,243 Head Start eligible students for Snapshot (ADA eligible) ?By January 2022, increase enrollment of PK students from 2,000 to 2,500+ (ADA eligible)? For the school year 2021-2022, maintain Head Start funded enrollment of no less than 70% (1,570 Head Start students) with a maximum of 2,243 Head Start students??Sustain ongoing monitoring and review of:</p>	Formative			Summative
	Oct	Jan	Apr	June

PK Application Process
 Head Start Application Process
 Head Start Program Design
 Head Start Recruitment Events
 PK / Head Start Roundup
 BI Platform Enrollment Reports
 ChildPlus Reports
 Head Start ERSEA Monitoring
 Internal Audit of PK Eligibility
 Federal Head Start Review
 ?Increase collaboration and outreach across SAISD Departments (Communications, Office of Access and Enrollment, etc.), CoSA and Region 20 to recruit and assist families applying to PK and Head Start programs with enhanced technical support, curbside service, marketing / social media posts, etc.

Launch PK Enrollment Campaign (Spring 2021 and ongoing)
 Director of ECE Interviewed for Media Coverage
 PK Teachers and Parents interviewed for Media Coverage
 Publish / Post for PK Families the Sample PK Digital Classroom and Virtual Experience:
 "PreKinder, ?Where the Adventure Begins" (ENGLISH)
 "PreKinder, donde comienza la aventura" (SPANISH)
Staff Responsible for Monitoring: ECE Department

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture
Funding Sources: Promotional Items, Advertisement, Marketing - 199 - Local Maintenance - \$2,000, Recruitment Banners - 199 - Local Maintenance - \$2,000, AirCard / MiFi - 199 - Local Maintenance - \$199, Contracted Services - 199 - Local Maintenance - \$9,950, Postage for Head Start Enrollment Selection Letters - 199 - Local Maintenance - \$500, Supplies / Materials - 199 - Local Maintenance - \$2,000

<p>PK Application Process Head Start Application Process Head Start Program Design Head Start Recruitment Events PK / Head Start Roundup BI Platform Enrollment Reports ChildPlus Reports Head Start ERSEA Monitoring Internal Audit of PK Eligibility Federal Head Start Review ?Increase collaboration and outreach across SAISD Departments (Communications, Office of Access and Enrollment, etc.), CoSA and Region 20 to recruit and assist families applying to PK and Head Start programs with enhanced technical support, curbside service, marketing / social media posts, etc.</p> <p>Launch PK Enrollment Campaign (Spring 2021 and ongoing) Director of ECE Interviewed for Media Coverage PK Teachers and Parents interviewed for Media Coverage Publish / Post for PK Families the Sample PK Digital Classroom and Virtual Experience: "PreKinder, ?Where the Adventure Begins" (ENGLISH) "PreKinder, donde comienza la aventura" (SPANISH) Staff Responsible for Monitoring: ECE Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Promotional Items, Advertisement, Marketing - 199 - Local Maintenance - \$2,000, Recruitment Banners - 199 - Local Maintenance - \$2,000, AirCard / MiFi - 199 - Local Maintenance - \$199, Contracted Services - 199 - Local Maintenance - \$9,950, Postage for Head Start Enrollment Selection Letters - 199 - Local Maintenance - \$500, Supplies / Materials - 199 - Local Maintenance - \$2,000</p>				
Strategy 2 Details	Reviews			
Strategy 2: Improve the content and pedagogical knowledge of Administrative and PK teaching / support staff by:?* Developing highly effective administrative and teaching staff that implement high quality PK programs.* Providing professional learning opportunities to build capacity of administrators, teaching staff, and support staff to implement a high quality PK program.* Ensuring that Early Learning Workforce (ECE Teachers, ECE Instructional Assistants, ECE Dept.	Formative			Summative
	Oct	Jan	Apr	June

Staff, etc. meets criteria and qualifications for a high quality PK programs

- * Implementing ongoing internal / external monitoring systems to adjust and refine support services that address student needs

- * Offering effective, high quality professional learning opportunities that build intellectual capacity and are connected to student needs.

?ECE Teachers and ECE Instructional Assistants will participate in:?New Teacher Orientation, Curriculum Day, BOY ECE IA Training, ECE IA Training Series, ECE Assessment / Data Analysis Training, CLASS Training, ECE Action Research / Professional Learning Networks, EPIC Saturdays, PDPJs, Head Start training series, etc.

- * Coaching / Mentoring

- * Ensuring that ECE teachers and IAs receive ongoing student-centered coaching support and mentoring opportunities.?

- * Administrator Professional Development

- * Providing high quality, ECE-specific professional learning opportunities for:?

Campus admin staff (Principals and Head Start Instructional Coaches) to include, but not limited to: July Leadership Summit, Instructional Leadership Academy, TAEYC, PreK4SA Early Leadership Series, EPIC Saturdays, CoSA Head Start Strategic Planning, CoSA Head Start Quarterly Data Review Sessions, etc.

ECE Dept. Staff (Director / Specialists / Coordinators / Compliance Monitors / Paraprofessionals) participation in district, local, state and national professional development (as deemed appropriate) and deliver ongoing high quality professional development including, but not limited to, NAEYC, TAEYC, CoSA Head Start training series, CGCS, EPIC Saturdays, Region 20 Early Childhood Meetings / PD, etc.

- * Leading Continuous Improvement

- * Routinely monitoring progress towards increasing positive child outcomes and the quality of the PK program.

- * Assisting campuses with making program adjustments throughout the school year based on monitoring and feedback.

KPI/Metric/Measure: TEA HQPK Component: ?Administrative and Teaching Staff

By August 2021, provide an orientation on the ECE (PK and Head Start) framework and ECE resources for all returning and new employees.

By the end of every nine-weeks, provide professional learning sessions with 90% or more of participants providing an effective rating on the quality of the session.

By April 2022, observe 100% of Head Start classes using the CLASS Observation Tool.

By the end of every nine-weeks Campus Support will document:

Instructional Specialist Support Logs

Head Start Compliance Monitoring Reports

EOY PK Assessment Results: ?Year 2 CIRCLE Goal, 2020-21? * Meet a minimum of 60% by June 2021 in

Reading and Math ??EOY CoSA Head Start CLASS Data Results: ?Year 1 CoSA Head Start CLASS Goal, 2020-2021? Due to COVID, CoSA Head Start did not implement CLASS observations

Year 2 CoSA Head Start CLASS Goal, 2021-22? * Increase in each domain by June 2021? Year 5 CoSA Head Start CLASS Goal, 2024-25? * Increase scores by .5 point in each domain by June 2025? (Emotional Support, Classroom Organization and Instructional Support)

- * Performance evaluation of ECE IAs, ECE Teachers, Head Start Instructional Coaches, ECE Instructional Specialists, ECE Coordinators, Administrators, Director of ECE / Head Start

- * CDA Attainment / Renewal

- * First Aid / CPR Certification

- * Performance Matters Reports

- * CLASS results

- * PK Assessment data

- * Classroom Observations
- * Calibrated / Peer Visits
- * Head Start Monitoring
- * Coaching Cycles
- * ECE PD documentation
- * ECE alignment to TTESS, ?IA appraisals, etc.
- * ChildPlus Head Start Reports
- * Federal Head Start Reviews
- * PreK4SA Grant Compliance Audit

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Funding Sources: Employee Allowance (Cell Phone, Director) - 199 - Local Maintenance - \$840, Travel / Mileage - 199 - Local Maintenance - \$1,200, Supplies / Materials - 199 - Local Maintenance - \$1,000, Misc Contracted Services - 199 - Local Maintenance - \$500, Misc Operating Costs - 199 - Local Maintenance - \$500

Strategy 3 Details	Reviews			
<p>Strategy 3: Improve student achievement by providing all students in PK classrooms with equitable curriculum, instruction and assessment:</p> <p>Equipping PK and Head Start classrooms with access to a high-quality, research-based PK program designed for whole-child development that integrates instruction across developmental domains / early learning disciplines to support Kinder readiness.</p> <p>Curriculum:</p> <ul style="list-style-type: none"> * Scope and Sequence * Curricular Integration * Vertical Alignment * Horizontal Alignment? <p>- Refine annual review of 21-22 items including ECE Instructional Framework, YAG, Pacing Calendar, ?ECE support of SAISD PK-12 Instructional Resource Catalog, to ensure that all concepts and skills in the ten domains of the 2015 Texas Prekindergarten Guidelines are introduced, reinforced and practiced within the PK year(s).</p> <p>- Develop DLP Quarantine Edition to support learning from home throughout the year as needed?POSSIBLE</p> <p>CONTINUATION OF COVID MODIFICATION: ?-Implement as needed a modified sample PK schedule to support in-person as well as remote learning as reflected in the SAISD Continuity Plan</p> <p>Developed Guidance Documents per ECE Unit of Study for Year-At-A-Glance</p> <p>Developed the ECE Learning Outcomes for increased parent / family awareness and participation of in-person and remote learning</p>	Formative			Summative
	Oct	Jan	Apr	June

-Providing ECE teachers and Instructional Assistants with resources to support curricular integration, including Family Style Dining practices for mealtime.
 POSSIBLE CONTINUATION OF COVID MODIFICATION: ?-Implement as needed with Child Nutrition Services Department and the City of San Antonio Head Start to provide PRE-PLATED, INDIVIDUAL MEALS for ECE students as reflected in the SAISD Continuity Plan

-Vertically align curriculum and instruction across PK to grade 2 to understand what is taught, how it is taught and how it is assessed at each grade level as per House Bill 3.

-Providing ECE teachers with pd and collaborative planning sessions to review assessment data.

-Supporting horizontal alignment of the curriculum and instruction as evidenced by common curricular goals, themes/units/projects, routines and schedules.

- * Instruction
- * Instructional Activities and Settings
- * Supporting ELs and Sped Students
- * Adult Interactions with Students
- * Supporting Whole Child
- * Student to Teacher Ratio?

-Supporting teachers with the use of the PK curriculum including differentiated instruction for ELs and special needs across a continuum of learning in PK year(s).

-Promoting that the majority of daily instruction occurs through small group instruction, individualized instruction and learning centers that maximize student choice and utilize student interests in both indoor and outdoor contexts.

-Ensuring that ECE teachers and IAs spend the majority of interaction time with students supporting and scaffolding learning.

-Attempting to maintain a student to teacher ratio of 11:1 for state-funded or requiring 10:1 for Head Start funded classrooms.

-Maintaining a student to teacher ratio of 10:1 (or lower for 3-year olds) in the dually enrolled students of the state-funded and federally-funded Head Start classrooms.

- * Assessment
- * Formative Assessments
- * Universal Screener, Progress Monitoring
- * Data-Driven Practices
- * Family Input
- * Referrals / Interventions?

-Embedding multiple forms of formative assessments throughout the school year to assess student progress.

-Supporting ECE teachers on how to use a variety of data to target instruction and involve families as partners to meet the developmental needs of students including the understanding of referral processes for special services.

Strategy 3 Details

Reviews

- * Learning Environments
- * Physical Arrangement
- * Link to Classroom Instruction
- * Procedures and Routines
- * Supporting Student Behavior
- * Daily Schedule
- * Classroom Displays
- * Outdoor Environment?

-Providing guidance, resources and support for ECE teachers / IAs to set up indoor/outdoor learning environments that are age appropriate, clean, accessible and well equipped with space, materials, diversity, environmental health, safety and transportation services.

KPI/Metric/Measure: TEA HQPK Components: ?Curriculum, Instructional, Assessment and Learning Environments?

By October 2021, 75% to 100% of ECE classrooms will implement with fidelity the ECE Instructional Framework using the aligned ECE curriculum resources as observed by ECE Dept. staff via in-person and virtual settings

By February 2022, 75% to 100% of ECE classroom walkthroughs completed by MOY will demonstrate effective implementation of high quality ECE classrooms as observed by campus administrators and Head Start Instructional Coaches?

By February 2022, increase student achievement from BOY to MOY as measured by PK Assessment in the areas of early Reading and early Math

By June 2022, increase student achievement from BOY to EOY as measured by PK Assessment in the areas of early Reading and early Math

EOY PK Assessment Results: ?Year 2 CIRCLE Goal, 2020-21? * Meet a minimum of 60% by June 2021 in Reading and Math ??EOY CoSA Head Start CLASS Data Results: ?Year 1 CoSA Head Start CLASS Goal, 2020-2021? Due to COVID, CoSA Head Start did not implement CLASS observations

Year 2 CoSA Head Start CLASS Goal, 2021-22? * Increase in each domain by June 2021? Year 5 CoSA Head Start CLASS Goal, 2024-25? * Increase scores by .5 point in each domain by June 2025? (Emotional Support, Classroom Organization and Instructional Support)

- * Review of Daily Schedules, Lesson Plans and Student Work
- * ECE PD documentation
- * CLI-COT surveys
- * ECERS observations
- * CLASS results
- * PK Assessment data
- * Classroom Observations
- * Calibrated / Peer Visits
- * Coaching Cycles
- * Head Start Monitoring
- * Multidisciplinary Staffings
- * ChildPlus Head Start Reports
- * Federal Head Start Review

<p>Staff Responsible for Monitoring: ECE Department</p>	<p>Strategy 3 Details</p>	<p>Reviews</p>	
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Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6

Problem Statements: Student Learning 1

Funding Sources: Teacher Meals - 1 adult meal charged per school day per classroom - 199 - Local Maintenance - \$37,000, Reading Materials for Classroom Student Use - 199 - Local Maintenance - \$5,170, Head Start Teacher Meals - 1 adult meal charged per school day per classroom - 199 - Local Maintenance - \$114,996, Health and Safety Supplies - 199 - Local Maintenance - \$20,000, Contracted Maintenance and Repair Services - 199 - Local Maintenance - \$4,300

Strategy 4 Details

Reviews

Strategy 4: Provide support for school readiness, high quality family and community engagement opportunities within PK programs and support the successful transition to Kinder by:

Formative

Summative

Oct

Jan

Apr

June

Involving ECE families and community organizations as District partners to provide a high quality PK program and support

school readiness.

Family Engagement Resources

- * TEA HB3 Family Engagement Plan
- * Community Partnerships
- * Home Visits
- * Family Conferences
- * Support to Families?

- Collaborating with families, partners, and District staff to align program goals and expectations for school readiness.

-Offering a rich variety of opportunities for families to engage in activities at campus and District levels.?

-Provide assistance on community resources to meet needs of families and connect families to services.

Welcome / Transition to PreK digital learning experience (dual language)

Transition to Kinder (dual language)

* Collaboration with SAISD Office of Access and Enrollment, ECE campuses, City of San Antonio Head Start, PreK4SA, etc.

* Family Transition Strategies

* Transition Plan?

-Providing families with activities, strategies and resources, etc. to support their child's transition to Kinder.

-Develop, publish and post a digital Kinder classroom / virtual learning experience for families to explore with their PK student transitioning to Kinder entitled "Kindergarten, Here We Come!" (ENGLISH) and "Kinder, Aqui Vengo!" (SPANISH) filled with activities and resources to support their child's transition to Kinder.

KPI/Metric/Measure: TEA HQPK Components: ?Family Engagement, Transitions

Create Program Environments That Encourage Family Engagement and Fostering Positive, Two-Way Communication

By Fall 2021, 100% of PK and Head Start teachers will engage in the 1st Round of Parent Conferences via virtual, teleconference, or in-person sessions as aligned with District initiative for PK-12 grades ?

By March 2022, complete 100% home visits with Head Start families to support school readiness and the successful transition to Kinder.?

By April 2022, increase parent participation in Head Start Family and Community Engagement events by 25%

?By Spring 2022, 100% of PK and Head Start teachers will engage in the 2nd Round of Parent Conferences via virtual, teleconference, or in-person sessions as aligned with District initiative for PK-12 grades ?

By EOY 2022 ensure that ECE parents and caregivers have been provided opportunities including:

Advocating for Families and Making Connections to Supports and Resources including:

*Toileting Tips / Training and Curriculum Learning Outcomes by 9 Weeks

* Home Libraries / School Readiness Materials

* Parental Attendance to Student Field Trips

Ensuring Providers' Knowledge of Child and Family Development and Family Engagement Practices

* Head Start Parent Academies

* ECE Parent Talks

* Head Start Parent Connection Committee Meetings

* School Social Work Services for students and families

- * Referrals to CIS / Parent and Child Emotional Wellness Team
- * Early Head Start to Head Start Transition Meetings (CoSA)
- * Campus Tours (Virtual / In-Person)
- * PK / Head Start to Kinder Transition Meetings
- * ChildPlus Head Start Reports
- * Federal Head Start Review

Staff Responsible for Monitoring: ECE Department


Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture


Problem Statements: Student Learning 1

Funding Sources: Supplies / Materials - 199 - Local Maintenance - \$5,000, Student Rdg Materials - 199 - Local Maintenance - \$5,000, Parent Resources - 199 - Local Maintenance - \$6,100, Parent Transportation - 199 - Local Maintenance - \$1,180

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.

Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR





Performance Objective 1: (ELE ELAR) Increase the percent of Grade 3 students on grade level in Reading from 31 to 35 and from 33 to 27 in Math as measured by STAAR.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP / STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: HB3 Texas Reading Academy - Increase student achievement through developing teacher content and pedagogical knowledge in literacy instruction grounded on the Science of Teaching Reading Teachers will be supported in: providing K-3 teachers, principals, assistant principals, instructional coaches, dyslexia teachers, and special education teachers professional development centered around the HB3 Reading Academies as mandated by TEA continuous communication and support for all participants will take place via department memos, cohort leaders' Canvas communication, Reading Academies Newsletter, office hours, and synchronous sessions for each module.</p> <p>KPI/Metric/Measure: During the 21-22 school year, all remaining K-3 teachers, principals, assistant principals, instructional coaches, dyslexia teachers, and special education teachers that have not received training will participate in the 2021-2022 Reading Academy.</p> <p>100% of teachers and administrators participating in the Reading Academies will demonstrate proficiency on each of the 12 modules from July 2021 through June 2022 using the Texas Reading Academies Monitoring System</p> <p>By July 2022, all teachers and administrators that participated in the Reading Academies will have completed training</p> <p>During the 21-22 school year, all participants have access to timely communication on the HB3 Texas Reading Academies (department memos, cohort leaders' Canvas communication, Reading Academies Newsletter, office hours, and synchronous sessions for each module.</p> <p>Staff Responsible for Monitoring: ELE ELAR Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: ESC 20 Room Rental - 164 - State Compensatory Education (SCE) - \$76,000, Substitutes - 164 - State Compensatory Education (SCE) - \$264,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>


Goal 4: ENSURE PROFICIENCY


2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)


Performance Objective 1: (CIA) By the end of the 2021-2022 SY increase by 10% student achievement and rigorous, student-centered instruction aligned to the instructional framework by modeling and supporting the implementation of student learning strategies for engagement, including differentiation, technology integration, intervention, and enrichment; supporting the use of a sheltered instruction framework that makes content comprehensible for ELs at varying language proficiency levels; incorporating writing-to-learn strategies for across the content areas, such as quick writes and quick write summaries; and increasing access to the high-quality professional learning of best practices for instruction through Professional Learning Networks, after school training, EPIC Saturdays, PD in PJs, and partnerships with leading professional development organizations.


Targeted or ESF High Priority


Evaluation Data Sources: STAAR and MAP results.

Strategy 1 Details	Reviews			
<p>Strategy 1: The CIA department will bring in national speakers to present best practices for reading, SEL, vocabulary development, and oral language.</p> <p>KPI/Metric/Measure: By the end of the offered sessions, over 400 attendees have participated.</p> <p>Staff Responsible for Monitoring: Org Lang</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Peter H. Reynolds PD/consultant 10/28 - 164 - State Compensatory Education (SCE) - \$7,500, Rene Colato Lainez as consultant/PD 11/11 - 164 - State Compensatory Education (SCE) - \$1,500, Duncan Tonatiuh PD/ consultant 2/10 - 164 - State Compensatory Education (SCE) - \$2,000, Lauren Tarshis consultant/PD 4/6 - 164 - State Compensatory Education (SCE) - \$5,000, Reading materials - 164 - State Compensatory Education (SCE) - \$8,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)





Performance Objective 2: (ASSD) Increase the District's overall grade under State Accountability from an 83 to an 85.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores (All subject areas and grade levels)

Strategy 1 Details	Reviews			
<p>Strategy 1: (DLBEM) Monitor compliance of LPAC state requirements in order to provide necessary supports to English Learners for academic success: Provide continuous training and onsite support virtually and face to face to all LPAC campus coordinators throughout the school year. Update, monitor, and refine digital LPAC platform to support state-required documentation. Provide procedural documents and a comprehensive guide to compliance to increase understanding and improve decisions for students.</p> <p>KPI/Metric/Measure: Increase performance in BE 2-way: Approaches: From 67 to 70, Meets: From 35 to 38, Masters: From 17 to 20. 100% of LPAC coordinators will complete the required virtual LPAC framework training by August 31st. 70% of potential ELs are identified by October 1st in advance of the PEIMS snapshot. 100% of LPAC Coordinators will attend an LPAC training session on 9-week failure LPACs by October 1st. 100% of LPAC coordinators will attend state assessment training by December 15. 80% of the required state assessment LPACs are completed 2 weeks ahead of the district deadline. 100% of LPAC coordinators will attend EOY training by May 1st. 60% of the required end of the year review LPACs are completed 2 weeks ahead of the district deadline.</p> <p>Staff Responsible for Monitoring: Dual Language, ESL, and Migrant Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Edugence - 198 - TRE - \$57,530, Room Rentals - 198 - TRE - \$5,000, Healthy Snacks (6499) - 198 - TRE - \$200, Healthy Snacks (6399) - 198 - TRE - \$200</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor and support LPAC coordinators by providing quarterly compliance team reviews to ensure: initial identification of ELs 9 week monitoring of monitored and current EL students for failures - State Assessment Decisions including language of assessment and designated supports - End of year annual reviews - Ensure Edugence data is accurate and consistent. - Title III Conference-registration for team-virtual - Texas Assessment Conference</p> <p>KPI/Metric/Measure: 100% of ELs are documented and identified in Edugence and Frontline by PEIMS snapshot 100% of ELs have accurate state assessment decisions documented by district E 11 deadlines. 100% of ELs are documented and EOY progress is reviewed in Edugence by June 10, 2022. Create compliance team review plan draft by June 1st. Finalize compliance team review plan by June 30. 100% of the compliance team will understand the roles and responsibilities of quarterly compliance team reviews by July 30. 25% of campuses with over 150 ELs have been providing team support for compliance by December 2021. 80% of the secondary dual-language coding will be reviewed, corrected, and accurately reflect programming by the end of the 1st 9 weeks.</p> <p>Staff Responsible for Monitoring: Dual Language, ESL, and Migrant Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Texas Assmt Con - 198 - TRE - \$525</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Build a workforce that is highly-qualified, appropriately certified Dual Language and ESL teachers by: Analyzing campus teacher certifications for bilingual/ESL positions Collaborating with HR and Talent Management in hiring bilingual/ESL certified teachers Ensuring clear, prompt communication and establish checkpoints to verify requirement progress. Providing bilingual preparation course for BTLPT course (#190) Providing bilingual preparation course for Bilingual Supplemental (#164) Monitoring teacher progress towards bilingual and ESL certification in collaboration with Talent Management and Human Resources using consistent communication and support for teachers.</p> <p>KPI/Metric/Measure: 100% of EL students are placed with qualified, bilingual and ESL certified teachers. Increase STAAR Performance Rate (All grades All subjects) for ESL: Approaches: From 56 to 59 Meets: From 24 to 27 Masters: From 9 to 12 5% reduction in bilingual exceptions from 2020-2021 to 2021-2022. 10% reduction in ESL waivers from 2020-2021 to 2021-2022. Establish bi-weekly checkpoints with HR and Talent Management to review bilingual/ESL vacancies by May 2021. 100% of campus bilingual staffing reviewed by July 2021. 100% of campus ESL staffing reviewed by August 2021. 100% of teachers placed on exception will attend the Bilingual Certification Pathway prep course (#190) by December 2021. 100% of teachers placed on exception will attend the Bilingual Certification Pathway prep course (#164) by January 2022. 75% of teachers placed on ESL waiver will complete the TEA ESL preparation course for certification for the 2021-2022 school year. 75% of teachers placed on waiver and exception will be registered for the certification exam by January 2022. Staff Responsible for Monitoring: Dual Language, ESL, and Migrant Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: ESL Reimbursement - 163 - State Bilingual, Bilingual Reimbursement - 163 - State Bilingual - \$14,080, Seidlitz - 198 - TRE - \$7,951</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)





Performance Objective 3: (DLBEM) Increase the District's overall grade under State Accountability from an 83 to an 85.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor compliance of LPAC state requirements in order to provide necessary supports to English Learners for academic success: Provide continuous training and onsite support virtually and face to face to all LPAC campus coordinators throughout the school year. Update, monitor, and refine digital LPAC platform to support state-required documentation. Provide procedural documents and a comprehensive guide to compliance to increase understanding and improve decisions for students.</p> <p>KPI/Metric/Measure: Increase performance in BE 2-way: Approaches: From 67 to 70, Meets: From 35 to 38, Masters: From 17 to 20. 100% of LPAC coordinators will complete required virtual LPAC framework training by August 31st. 70% of potential ELs are identified by October 1st in advance of PEIMS snapshot. 100% of LPAC Coordinators will attend an LPAC training session on 9 week failure LPACs by October 1st. 100% of LPAC coordinators will attend state assessment training by December 15. 80% of the required state assessment LPACs are completed 2 weeks ahead of the district deadline. 100% of LPAC coordinators will attend EOY training by May 1st. 60% of the required end of the year review LPACs are completed 2 weeks ahead of the district deadline.</p> <p>Staff Responsible for Monitoring: DLBEM Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Edugence - 198 - TRE - \$57,530, Room Rentals - 198 - TRE - \$5,000, Healthy Snacks - 198 - TRE - \$400</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor and support LPAC coordinators by providing quarterly compliance team reviews to ensure: initial identification of ELs 9 week monitoring of monitored and current EL students for failures - State Assessment Decisions including the language of assessment and designated supports - End of year annual reviews - Ensure Edugence data is accurate and consistent. - Title III Conference-registration for team-virtual - Texas Assessment Conference</p> <p>KPI/Metric/Measure: 100% of ELs are documented and identified in Edugence and Frontline by PEIMS snapshot 100% of ELs have accurate state assessment decisions documented by district E 11 deadlines. 100% of ELs are documented, and EOY progress is reviewed in Edugence by June 10, 2022. Create compliance team review plan draft by June 1st. Finalize compliance team review plan by June 30. 100% of the compliance team will understand the roles and responsibilities of quarterly compliance team reviews by July 30. 25% of campuses with over 150 ELs have been providing team support for compliance by December 2021. 80% of the secondary dual-language coding will be reviewed, corrected, and accurately reflect programming by the end of the 1st 9 weeks.</p> <p>Staff Responsible for Monitoring: DLBEM Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Texas Assmt Con - 198 - TRE - \$525</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Build a workforce that is highly qualified, appropriately certified Dual Language and ESL teachers by: Analyzing campus teacher certifications for bilingual/ESL positions Collaborating with HR and Talent Management in hiring bilingual/ESL certified teachers Ensuring clear, prompt communication and establish checkpoints to verify requirement progress. Providing bilingual preparation course for BTLPT course (#190) Providing bilingual preparation course for Bilingual Supplemental (#164) Monitoring teacher progress towards bilingual and ESL certification in collaboration with Talent Management and Human Resources using consistent communication and support for teachers.</p> <p>KPI/Metric/Measure: 100% of EL students are placed with qualified, bilingual and ESL certified teachers. Increase STAAR Performance Rate (All grades All subjects) for ESL: Approaches: From 56 to 59 Meets: From 24 to 27 Masters: From 9 to 12 5% reduction in bilingual exceptions from 2020-2021 to 2021-2022. 10% reduction in ESL waivers from 2020-2021 to 2021-2022. Establish bi-weekly checkpoints with HR and Talent Management to review bilingual/ESL vacancies by May 2021. 100% of campus bilingual staffing reviewed by July 2021. 100% of campus ESL staffing reviewed by August 2021. 100% of teachers placed on exception will attend the Bilingual Certification Pathway prep course (#190) by December 2021. 100% of teachers placed on exception will attend the Bilingual Certification Pathway prep course (#164) by January 2022. 75% of teachers placed on ESL waiver will complete the TEA ESL preparation course for certification for the 2021-2022 school year. 75% of teachers placed on waiver and exception will be registered for the certification exam by January 2022. Staff Responsible for Monitoring: DLBEM Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: ESL Reimbursement - 163 - State Bilingual - \$21,200, Bilingual Reimbursement - 163 - State Bilingual - \$14,080, Seidlitz - 198 - TRE - \$7,951</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 4: (GATE) By the end of the year, SAISD overall accountability score will increase from 83 to 89

Targeted or ESF High Priority

Evaluation Data Sources: TEA District Accountability Rating

Strategy 1 Details	Reviews			
<p>Strategy 1: Prepare and support teachers, administrators, and leaders/staff in meeting the needs of GATE identified students and developing and delivering appropriately differentiated learning experiences through:</p> <ul style="list-style-type: none"> Providing access to Region 20 G/T professional learning opportunities Providing access to opportunities to learn from experts in the field of gifted education Providing focused and leveled PD opportunities at all Office of Academics PD events Creating a focused catalog of PD options for administrators to choose from for their campuses Developing online and blended learning PD options for the Board of Trustees, Administrators, Teachers, and other stakeholders Collaborating with other departments to provide PD that meets requirements for both departments (i.e., AVID, AP, WL, Bilingual/Dual Language, Special Ed) Outside consultants to provide advanced training in areas such as: <ul style="list-style-type: none"> Depth and Complexity Specific curriculum (i.e., thinkLaw) Learning Menus Coordinator attendance at state GT conferences - (Coordinator serves in a leadership position in the State Association) Developing opportunities for stakeholders to consult with GATE Department staff (drop-in PL) Developing and maintaining bookstudy opportunities, to include purchase of the book Providing learning materials to those who attend Depth and Complexity trainings Developing an electronic system to record and monitor GT training that occurs outside the district <p>KPI/Metric/Measure: GATE Students demonstrate an increase of 4 percentage points on STAAR (Reading and Math) at the Master's level</p> <ul style="list-style-type: none"> 90% of GATE seniors meet CCMR Accountability by graduation EOY - 75% of GATE students surveyed indicate above average satisfaction with classroom & enrichment experiences EOY - 75% of professional learning participants indicate above average satisfaction with professional learning opportunities BOY and MOY MAP data indicates GATE students on track for Mastery BOY and quarterly reports of CCMR compliance for current senior class indicate progress towards 90% compliance Quarterly teacher training reports indicate progress towards all teachers of GATE students maintaining training compliance Ongoing professional learning survey indicates 75% of participants rate professional learning opportunities at 4 or 5 MOY student survey indicates 75% of student respondents rate in class and enrichment learning at 4 or 5 <p>Staff Responsible for Monitoring: GATE Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Consulting Services - Colin Seale - 165 - Gifted & Talented - \$5,000, Conference Travel - (virtual & in-person) - 165 - Gifted & Talented - \$4,145, Region 20 Co-op - 165 - Gifted & Talented - \$9,700, Reading Materials - 199 - Local Maintenance - \$2,000, Office Supplies - For ISs - 199 - Local Maintenance - \$1,955, Supplies PD - 199 - Local Maintenance - \$500, Teacher Incentives - 199 - Local Maintenance - \$467</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide GATE identified students with equitable and consistent access to appropriately rigorous learning experiences by:</p> <ul style="list-style-type: none"> Marketing, monitoring, and evaluating cluster grouping and core class placement of GATE identified students through; Meetings with district and campus leadership Auditing implementation Analyzing achievement of clustered students Placing MS GATE students into advanced courses that are differentiated/accelerated and match their area of strength Ensuring that all HS GATE identified students are enrolled in at least one advanced level course Provide GATE Identified students with consistently implemented experiences that allow for the exploration and development of individual talents, abilities, and interests by: Developing and maintaining district supported GATE student meeting options at all grade levels such as: Pullout instruction at ES level to focus on SEL, interest exploration, and independent research/learning skills Monthly/quarterly pullout meetings at MS/HS level to focus on strength/interest identification, goal setting, independent research, CCMR (in-person or virtual) Grade/Data monitoring and conferencing Developing and facilitating a range of campus-based extra-curricular activities, that focus on student interests at the ES and MS level such as: Chess, Gardening, Robotics, 90-Second Newbery, UIL, Strategy Games Facilitating 6th grade participation in the Region 20 Student Conference Developing and implementing summer enrichment experiences for GATE Identified students Provide access to curriculum and instruction that is appropriately modified in terms of depth, complexity, and pacing to meet the needs of GATE identified students through: Continued provision of differentiation resources such as Byrdseed TV, thinkLaw Adding G/T extensions to the District's core curriculum Control Panels Providing support to classroom teachers with a focus on social emotional needs of G/T students, learning menus, depth and complexity icons, Byrdseed TV, and compacting through: Professional Development opportunities PLC involvement Co-planning/co-teaching Develop a plan to integrate LAVA services into the district service model beyond the Javits grant period Develop an identification and service plan with LAVA specialists Solicit feedback from district leadership <p>KPI/Metric/Measure: GATE Students demonstrate an increase of 4 percentage points on STAAR (Reading and Math) at the Master's level</p> <ul style="list-style-type: none"> 90% of GATE seniors meet CCMR Accountability by graduation 70% of 8th grade GATE students enrolled in Algebra I score at the Master's level on the EOC EOY - 75% of GATE students surveyed indicate above average satisfaction with classroom & enrichment experiences EOY - 75% of professional learning participants indicate above average satisfaction with professional learning opportunities <p>Staff Responsible for Monitoring: GATE Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

Problem Statements: Student Learning 1

Funding Sources: Reading Materials - 199 - Local Maintenance - \$1,000, GATE Dir Mileage - 199 - Local Maintenance - \$2,000, GATE IS Mileage - 199 - Local Maintenance - \$5,000, Student Supplies - 199 - Local Maintenance - \$8,000, Online Resources (zoom licenses) - 199 - Local Maintenance - \$390, Student Supplies - Extra-curricular - 199 - Local Maintenance - \$5,250, Student Reading Materials - 199 - Local Maintenance - \$500, iPad Apps - 199 - Local Maintenance - \$1,610, GATE IS Technology Replacement - 199 - Local Maintenance - \$5,000, HS Cohort Meetings & Duke TIP - 199 - Local Maintenance - \$500, Student Incentives - 199 - Local Maintenance - \$500, Byrdseed TV - 199 - Local Maintenance - \$500, thinkLaw Curriculum - 199 - Local Maintenance - \$5,500



No Progress



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Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 5: (CIA - Social Studies) Increase the percent of all students on grade level from 32 to 35.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote the integration of technology into secondary social studies instruction and support English Language Learners in social studies by: Providing access for all secondary social studies teachers and their students to Active Classroom, an online social studies instructional resource and content management system, that includes significant reading supports for English Language Learners. Providing professional development at Social Studies Curriculum Day, EPIC Saturdays, PD in PJs, and PLNs to ensure teachers can effectively utilize Active Classroom.</p> <p>KPI/Metric/Measure: Increase Active Classroom Usage by July 1, 2022 Teacher logins increase by 20% Student logins increase by 20%</p> <p>Staff Responsible for Monitoring: Social Studies Dept</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Active Classroom License - 164 - State Compensatory Education (SCE) - \$100,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Support the offering of the High School U.S. History course to 8th grade students in order to create access to high school credits at any additional middle school and academy campuses offering the course by: Providing instructional resources including Mastering the TEKS in US History Since 1877 books from Jarrett Publishing, Mapping U.S. Kits from Nystrom, and Mini-Qs in U.S. History Vol. 1 from the DBQ Project Facilitating Professional Learning Network Sessions for U.S. History and provide ongoing support for the implementation of the TEKS.</p> <p>KPI/Metric/Measure: All newly added High School U.S. History courses offered to 8th grade students will have access to standards-aligned instructional resources that support implementation of the social studies instructional framework. All teachers of the High School U.S. History course will have access to three professional learning sessions and ongoing support from instructional specialists.</p> <p>Staff Responsible for Monitoring: Social Studies Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: DBQ Project, Mastering the TEKS, and Mapping the US - 164 - State Compensatory Education (SCE) - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 1: By the end of the year, the dropout rate will decrease to 9% and the graduation rate will increase to 85%.



Targeted or ESF High Priority

Evaluation Data Sources: Graduation and Dropout Rates

Strategy 1 Details	Reviews			
<p>Strategy 1: (FSS) - Training will be provided to all campus POCs to support the identification and services to students in homeless situations.</p> <p>KPI/Metric/Measure: 50% of the campuses will be prepared to support this population with targeted academic support by January 2022.</p> <ul style="list-style-type: none"> * SW will work with 25% of campus POCs with continuous guidance and supports * SW will assist 100% of the students/families identified for additional support from assigned POCs. <p>Staff Responsible for Monitoring: FSS Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Social Worker FTE - 211 - ESEA Title I, Part A - Regular - \$76,408, Mileage, supplies - 206 - McKinney-Vento Homeless ED - \$60,218, School/office Supplies & student incentives - 211 - ESEA Title I, Part A - Regular - \$10,726</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: (SAPP) Encourage all students receiving PRS/CEHI services to participate in 17-Days Sex Ed Curriculum implemented by Homebound teachers.</p> <p>Provide teen parents evidence-based information on self-care and family planning by building community partnerships such as Catholic Charities, SA Public Library, Youth for Christ Parent Life, LATCHED, UT Nurses, etc.</p> <p>Coordinate and collaborate with home campus to ensure all PRS/CEHI students are kept abreast with classroom assignments via SAPP teachers contacting and collecting assignments from home campuses.</p> <p>Ensure all classroom assignments are completed by working with students in a one on one or small group setting.</p> <p>Continue to facilitate and promote SAPP bus transportation during Experience SAISD and campus open house for students and their children who attend PRS/CEHI and/or SAISD Learning Center @ Navarro Academy by providing pamphlets of SAPP services.</p> <p>Present quality childcare PowerPoint presentations to PEP students at their home campus during parenting classes district wide.</p> <p>Lead social worker will meet with campus based social worker and/or counselor bi-monthly to case manage PEP students, remove barriers and make community agency referrals as deemed necessary for academic success</p> <p>KPI/Metric/Measure: By the end of PRS/CEHI, student survey will be used to monitor student's completion of evidence based, 17 Days Sex Ed curriculum.</p> <p>Monthly review of ITCCS PEP/PRS/CEHI data to analyze the number of pregnancies, homebound services and the number of teen parents.</p> <p>Weekly log of assignments received and completed in one to one or small group setting. 100% of assignments to be completed during PRS CEHI services.</p> <p>Weekly analysis of bus riders to and from Cooper @ Navarro.</p> <p>Weekly analysis of student and child attendance rates utilizing the PDC report provided by Research and Evaluation.</p> <p>Annual review of Teen Parents' Graduation Rate for seniors and promotion or retention rates of non-senior.</p> <p>Support Teen Parents to increase graduation rates by 2% and while in high school, reduce subsequent pregnancies by 50%.</p> <p>Staff Responsible for Monitoring: SAPP Department</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Teen parent classroom and technology supplies, internet hotspots for home visit services for CEHI students - 199 - Local Maintenance - \$4,500, Part-time teachers - 164 - State Compensatory Education (SCE) - \$45,000, Teacher Mileage - 164 - State Compensatory Education (SCE) - \$900, Homebound supplies - 199 - Local Maintenance - \$1,530, Transportation SAISD and Via Metro - 199 - Local Maintenance - \$40,500, Childcare Vendors - 199 - Local Maintenance - \$36,000, Reading Materials - 199 - Local Maintenance - \$900, Childcare Classroom supplies - 199 - Local Maintenance - \$10,350, Licenses & Fees+ additional \$450 for NAEYC - 199 - Local Maintenance - \$450, Printing Services, program flyers, newsletters for parents - 199 - Local Maintenance - \$450</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: (SAPP) - Create a stronger community support system by: Providing teen parents with high quality academic, parenting, social and emotional support by giving on-going quality professional development for retention of teachers, childcare staff and social workers. Increasing strong family and school partnerships as part of the SAISD System of Care - Training district crisis team to provide support to campus students and staff due to crises; Upon administration approval. - and working with the Office of Student Behavior to train 100% of faculty & staff in Adverse Childhood Experiences (ACEs)</p> <p>KPI/Metric/Measure: Upon completion of PRS/CEHI, Teen Parents will complete a satisfaction survey of services. Monthly analysis of teen parent surveys on quality service provided by SAISD Learning Center. At the end of every semester: Analyze the number of MOU's taken to the school board and the number of community partnership meetings to include agendas and sign in sheets. Complete 25% of campus employee training on Adverse Childhood Experiences (ACEs) every nine weeks utilizing Office of Student Behavior and Student & Academic Support Services Teams. Review sign in logs and online module completion. Supplemental Payroll available for Crisis Team members dispatched to campuses. After each crisis, internally analyze the number of responses to student/staff death. Evaluate crisis response professional development sign in sheets. Every semester communicate with campus counselors to ensure crisis boxes are present at each assigned campus one per counselor. After each crisis, evaluate feedback from campus administration to monitor and adjust services as needed Monitor the number of campus trainings on ACES for district elementary and academy campuses across SAISD in 2020-2021.</p> <p>Staff Responsible for Monitoring: SSS, FSS, and SAPP Staff</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Teen parent supplies i.e. diapers, wipes, formula, strollers, car seats & reference materials, office supplies, printing, technology / internet services - 199 - Local Maintenance - \$4,500, Teen Pregnancy Prevention Conference Austin, Tx, Tx School Social Workers Conference Austin Tx, Region 20 professional development - 199 - Local Maintenance - \$1,800, Texas Rising Star Compliance staff Development, consultation & travel (ADD: \$1,000 additional training for NAEYC accreditation - 164 - State Compensatory Education (SCE) - \$3,150, Part-time teacher - 164 - State Compensatory Education (SCE) - \$7,496, 5 hours @\$30 an hour x 7 Feeder Social Workers x 20 crises per year - 164 - State Compensatory Education (SCE) - \$21,500, Miscellaneous Contracting Services - 199 - Local Maintenance - \$1,080, Operational costs, Teen parents supplies, i.e. Diapers, wipes, formula, belly bands, etc. District Crisis Teams - 199 - Local Maintenance - \$11,700, Social Worker & Admin Mileage - 199 - Local Maintenance - \$1,350</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: (ONLINE LEARNING) Prevention strategies for learning loss by: Providing computer-based curriculum to recover credit, protect failing grades, supplement, enhance and improve student academics Providing intensive instructional support through grade repair and accelerations for students who did not meet standards and who have failed the 9-week cycle TIF Grad coaches will develop, implement, analyze and monitor an academic plan for at-risk student to receive appropriate diploma Online curriculum users will receive a minimum of 3 hours of professional development or continuing education courses on the LMS Development opportunities that engage staff in the effective use of online platforms to improve their own productivity and improve student achievement.</p> <p>KPI/Metric/Measure: By December 30, 2021: 60% of enrolled courses from 1st semester are to be completed by students By June 30, 2021: 80% of enrolled courses from the 2020-2021 school year are to be completed Secondary campuses will increase the number of students repairing their semester grade 100% participation of professional development with a minimum of 3 hours or continuing education courses on LMS</p> <p>Staff Responsible for Monitoring: Online Learning</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Online Subscription - 164 - State Compensatory Education (SCE) - \$397,500, Supplies - 164 - State Compensatory Education (SCE) - \$20,000, Technology - 164 - State Compensatory Education (SCE) - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: (ONLINE LEARNING) Through increased student involvement in intervention programs (Afterschool tutoring, Twilight School, Saturday School) on Low Performing standards on EOC exams and student expectations (DC/DE/AP) we will close the gap of instruction missed during the 2019-2021 school years and increase academic performance in all areas.</p> <p>KPI/Metric/Measure: STAAR and Graduation Rates</p> <p>Staff Responsible for Monitoring: Teachers, Academic Deans, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Extra Duty Pay - 164 - State Compensatory Education (SCE) - \$45,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: (Online Learning) Partner Students will experience content-deepening through field experiences KPI/Metric/Measure: STARR and grade promotion results Staff Responsible for Monitoring: Online Learning</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: TRansportation - 164 - State Compensatory Education (SCE) - \$2,000, Admission - 164 - State Compensatory Education (SCE) - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: (CIA) Provide students who have not passed STAAR extra support through summer school. KPI/Metric/Measure: By the end of June, there will be an increase of 10% of students who pass the EOC. Staff Responsible for Monitoring: CIA Department Directors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Review publications and materials - 282 - ESSER - \$138,190</p>	Formative			Summative
	Oct	Jan	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members. Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.</p>
Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>


Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS


3a: Increase the percent of Grade 8 students earning HS credit


Performance Objective 1: (Fine Arts) During the baseline year, students earning high school credit while in middle school will be 95%.


Evaluation Data Sources: Pre-AP Enrollment and completion rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and promote enrollment in Pre-AP Visual Art that can be taken in the 8th grade by students who successfully complete MS Visual Art I & MS Visual Art II.</p> <p>KPI/Metric/Measure: Number of students enrolled checked each 9-weeks - number of enrolled students who complete the portfolio project - Use Pre-enrollment data to track enrollment in Art II</p> <p>Staff Responsible for Monitoring: Fine Arts Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June

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



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Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Performance Objective 1: (Fine Arts) Increase the Fine Arts AP completion rate by 5% by the end of the year.

Evaluation Data Sources: AP Enrollment and AP results

Strategy 1 Details	Reviews			
<p>Strategy 1: Create additional sections of AP Studio Art, ensuring the class is offered at all comprehensive high schools.</p> <p>KPI/Metric/Measure: The number of students enrolled checked each 9-weeks Number of students who get a 3 or higher on the AP Exam</p> <p>Staff Responsible for Monitoring: Fine Arts Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS
4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS





4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

Performance Objective 1: (Council) By the end of the year increase support for students' academic, career, personal, and social abilities by 20%

Targeted or ESF High Priority

Evaluation Data Sources: Curriculum Review Committee's reports, monthly data logs, FAFSA completion rates, and postsecondary goals

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase support for students' academic, career, personal and social abilities by: Develop and define the roles and responsibilities of a school counselor that align with the American School Counseling Association (ASCA), Texas Counselor Association (TCA), and TEA using the Texas Model for Comprehensive School Counseling Programs (5th Edition) and through the development of the SAISD School Counseling Framework (TEC SS33.003-33.007) Meet individually with high school counselors to discuss the importance of roles and responsibilities and advocacy for the counselor profession Conduct senior credit audits to ensure senior class is on target for graduation Develop SAISD school counselor curriculum aligned with The Texas Comprehensive School Counseling Program (5th Edition) With key stakeholders, evaluate recommended compliance percentages per the four counseling components in alignment with state of Texas requirements: Guidance Curriculum = 35% Individual Planning = 15% Responsive Services = 30% System Support = 20% Postsecondary campus teams will meet weekly to align campus/district goals and pacing chart</p> <p>KPI/Metric/Measure: By July 1, 2021, post revised YAGs and School Counseling Framework By December 30, 2021, identify members for each curriculum writing/revision team. Each semester, the SAISD School Counseling Framework committee will review the alignment of district goals and initiatives. By August, monthly counselor meetings and campus visits will be conducted to ensure alignment with the SAISD School Counseling Framework Every semester, the curriculum review committee will assess campus needs and align current lessons with the Texas Model for Comprehensive School Counseling Programs (5th Edition). Each semester, monthly data logs will be reviewed to show the effectiveness of collaboration and planning 100% of Seniors will have a postsecondary goal declared by the end of the 1st semester 85% FAFSA/TASFA completion by April By the end of December, each student in grades 6th - 12th will have completed at least one activity in SchooLinks (Scope and Sequence) By the end of December, each student in grades K-5 will have participated in at least one postsecondary activity Staff Responsible for Monitoring: Counseling Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Extra Duty Pay for Auditors - 199 - Local Maintenance - \$4,100, Payroll for Auditors - 282 - ESSER - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Build capacity for internal communication, rapid-cycle improvement, and college advising across all stakeholders across all grade levels: Create a professional learning plan by supporting "Leadership Skills" in All Counselors: Leverage existing monthly counselor meetings to hold leadership and management skills workshops Provide an opportunity for counselors to present during counseling meetings and professional development on best practices/strategies Collaboration with SAISD Departments to ensure alignment with campus goals and district initiatives: Advanced Academics and Postsecondary, CTE, Curriculum and Instruction, Dual Language, ESL and Migrant, SEAD and Office of Access and Enrollment, PEIMS and Research and Evaluation Collaboration with Learning and Compliance Support Services Department to ensure all counselors are well informed with district (policy and procedures) and state mandates (House Bills, Senate Bills)</p> <p>KPI/Metric/Measure: Monthly CCMR PD will be at 95% or greater counselor attendance % of campus at risk identified students will continue to decrease by 2% each semester %of CCMR students on target will increase by 10% in the graduating cohort 10% increase in the total of college applications and scholarships yearly</p> <p>Staff Responsible for Monitoring: Counseling Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)





Performance Objective 2: (AVID) 80% of AVID Excel/Elective students will earn a "B" or higher in core courses at 9 weeks.

Targeted or ESF High Priority

Evaluation Data Sources: Grade Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will support the implementation of the AVID Elective and AVID Elementary at 29 campuses (Herff, Hot Wells, Davis, St. Phillip's ECHS, Pershing) by:</p> <p>Purchasing access to the AVID Curriculum through the AVID Contract Monitoring the implementation of the AVID Elective and AVID Elementary curriculum to include WICOR strategies and the AVID Elective Weeks at a Glance and Tutorials Supporting campuses in completing required AVID Center data such as the Coaching and Certification Instrument (CCI) and site data Analyzing the effectiveness of AVID through campus data reports on STAAR/EOC, ACT/SAT/PSAT, course of rigor, college application/acceptance rate, and attendance</p> <p>KPI/Metric/Measure: Quarterly grade reports indicate 80% of AVID Excel/Elective students are earning a "B" or higher in core courses</p> <p>Staff Responsible for Monitoring: Advanced Academics Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: AVID Contract - 164 - State Compensatory Education (SCE) - \$119,896, New AVID Site Student Supplies (Dividers Highlighters Sticky Notes Composition books Colored Cardstock Pencil Pouches) - 164 - State Compensatory Education (SCE) - \$2,500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide access to AVID professional learning for AVID Elective, AVID Excel, and AVID Site Team Members through the following: AVID Summer Institute or DXP (Summer/Fall) SAISD AVID Mini-tute (Summer) AVID Center Workshops (Fall/Spring) EPIC and other district events Campus-based professional learning</p> <p>KPI/Metric/Measure: Quarterly audits of AVID Elective Teacher training indicates progress towards 100% teachers meeting the AVID Elective Teacher training requirements.</p> <p>Quarterly audits of professional learning indicate that there is an increase in the number of teachers at AVID campuses trained in AVID methodologies.</p> <p>Staff Responsible for Monitoring: Advanced Academics Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Summer Institute - 164 - State Compensatory Education (SCE) - \$84,150</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Recruitment, hiring and training of college AVID Tutors for AVID National Demo Sites (Whittier, Longfellow, Jefferson, and YWLA) Recruit, hire, train and retain college tutors for the effective implementation of the tutorial process To maintain the highest standard of AVID implementation, the CCI measures the number of college tutors needed as a minimum of one college tutor per AVID class. Coordinate with campus secretary to submit tutor payroll Recruit and train volunteer college tutors, cross-age or peer tutors in the AVID methodologies that support the tutorial process in the AVID elective and AVID Excel Elective.</p> <p>KPI/Metric/Measure: The district and campus coordinators will develop a plan to recruit and train tutors by September.</p> <p>Campus AVID Coordinators will provide documentation of: Tutorials/Scholar Groups twice a week (observations/training) by the end of the 1st nine weeks. Progress on tutorials and scholar groups will be monitored every three weeks with observations and/or samples TRFs/SGRFs</p> <p>Staff Responsible for Monitoring: Advanced Academics Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: College Tutors - 164 - State Compensatory Education (SCE) - \$25,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:








Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

Performance Objective 3: By the end of the year, the number of students who experience enrichment opportunities through camps and hands-on experiences will increase by 20%.

Evaluation Data Sources: Student rosters

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct a series of hands-on opportunities during summer camps that include technology-based experiences.</p> <p>KPI/Metric/Measure: Q4 - Student Attendance increased by 20% over the previous year.</p> <p>Staff Responsible for Monitoring: CCMR and CTE Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies for Summer Camps - 282 - ESSER - \$58,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>

Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Performance Objective 1: (Fine Arts) By the end of the year, increase Fine Arts scholarships and offers by 5%.

Evaluation Data Sources: Scholarship Awards for Fine Arts Students

Strategy 1 Details	Reviews			
<p>Strategy 1: Create opportunities for students that will enable students to receive more scholarship offers through their participation in fine arts.</p> <p>KPI/Metric/Measure: Track completed fine arts scholarship applications Track awarded fine arts scholarships</p> <p>Staff Responsible for Monitoring: Fine Arts Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Performance Objective 2: Increase the percent of graduates attending College from 53 to 55 by the end of the year.

Targeted or ESF High Priority

Evaluation Data Sources: Graduation and Dropout Rates

Strategy 1 Details	Reviews			
<p>Strategy 1: (FSS) Access tuition and fee waiver confirmation for 90% of graduating students identified in substitute care by December 2021. - Hyper-monitoring the students as identified through the school year. - Students will be contacted weekly.</p> <p>KPI/Metric/Measure: By the end of the year, 90% of high school seniors who are in and/or exited substitute care will have confirmation of their eligibility for tuition and fee waiver for post-secondary opportunities. At the end of each month, 15 students will secure confirmation of tuition and fee waivers. The dropout rate for this population of students will decrease by .5% by December 2021</p> <p>Staff Responsible for Monitoring: FSS Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: (mileage and supplies) - 164 - State Compensatory Education (SCE) - \$248,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: (POSTSEC) Increase college awareness for students by: Utilizing college and career planning platform, SchoolLinks, for students to track progress towards college readiness activities that improve awareness of postsecondary pathways Collaborating with CTE to add industry partners to SchoolLinks and requesting that they upload career FAQs videos Collaborating with SAISD Alumni Nation to add mentors and alumni to SchoolLinks to talk about their aspirations and accomplishments Deploying In-State Tours that maximize existing Preview Days hosted by higher education institutions depending on trends in SAISD alumni enrollment and interest from past graduates Coordinating Out-of-State Tours for high achieving juniors to out-of-state, high graduation rate, high affordability, and/or test-optional colleges Offering professional learning opportunities for staff beyond counselors and advisors on Vital Advising Behaviors, SchoolLinks, College Visits Logistics, etc. during EPIC Saturdays or as monthly webinar series for staff Participating in at least five Family Power Hour workshops around postsecondary success Sending timely postcards that touch on topics like FAFSA, SchoolLinks, senior year checklists, etc.</p> <p>KPI/Metric/Measure: 400 high school students visit a college by December 31, 2021</p>	Formative			Summative
	Oct	Jan	Apr	June

200 students visit out-of-state tours by August 31, 2021

50% of seniors log on to SchoolLinks one time by September 30, 2021

70% of seniors log on to SchoolLinks one time by January 31, 2022

25% of high school students declare their postsecondary goal by November 30, 2021

30% of middle school students log on to SchoolLinks one time by December 31, 2021

40% of middle school students log on to SchoolLinks one time by January 31, 2022

45% of high school students declare their postsecondary goal by January 31, 2022

25% of middle school students identify a career industry in SchoolLinks by February 28, 2022

25% of juniors add 3+ colleges to their College Final List by March 31, 2021

50% of juniors add 3+ colleges to their College Final List by April 30, 2021

70% of juniors add 3+ colleges to their College Final List by May 31, 2022


Staff Responsible for Monitoring: Postsecondary


Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**


Problem Statements: Student Learning 1


Funding Sources: College & Career Platform - 211 - ESEA Title I, Part A - Regular - \$183,000

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: As a district, students and families are not consistently receiving the needed social, emotional, and academic support from campus and district staff members.

Root Cause: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.

Student Learning

Problem Statement 1: As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, evaluate the results of the assessments and create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Support district and campus leadership capacity in the development of their improvement plans by conducting professional development on the critical components of the comprehensive needs assessment and improvement plan; creating a feedback cycle and timeline for review; providing ongoing training opportunities throughout the school year focused on developing, revising, and monitoring the improvement plans; and maintain procedures and forms on the SAISD SharePoint.
1	2	2	Consult with Private Non-Profit Schools during the grant planning process, initial consultations, and follow up consultations to address needs throughout the school year - Collaborate with ESC 20 to provide Title IA and Title II services to Private Non-Profit Schools - Support Private Non-Profit Schools with federal compliance for expenditures made with federal funds
1	2	3	To keep abreast of improvement planning systems and best practices, the SIFSP team will be provided professional development opportunities.
1	2	4	Program staff will provide onsite campus support in the areas of school improvement and federal compliance.
1	2	5	In order to ensure integration of the ESF framework into CIPS and fidelity to strategies, the SIFSP Team will work with Cohort Wicker by - Every member of the SIFP team will join one CLT within the Wicker CoHort of schools. - Conduct professional development for all campus leadership teams (CLTs) on the ESF systems and processes. Utilize funds to support the principal cohort - Work with all campuses to ensure that 100% of their At-Risk students have been identified - Facilitate POP Walks to provide campuses and campus leaders feedback on the integration levels of the TIP
1	4	2	Create an onboarding process for district and campus-based digital purchases. Document onboarding processes as part of the EdTech/ExDay Handbook, Manual and Resources Spreadsheet (under construction/revision) Update the Instructional Resource Catalogs to inform campuses and departments of proper software purchase and onboarding processes Provide access to Analytics for campus and district-level administrators to inform future digital resource purchases Provide usage reports to campus and department administrators at the end of each grading period to inform them of digital resource usage Diagnose issues and troubleshoot student, teacher, and administrator access to digital resources
1	4	3	Provide consistent and accurate information on system availability and use of Single Sign-on by - Informing staff, parents, and students of available digital resources. Maintain the district Instructional Resource Catalog, including Software Approval Process and Onboarding information Maintain and expand the EdTech/ExDay SSO Support website with program documentation, self-service support, new resources available, and cross-promotion. Provide cross-department graphic design support for Digital Learning Playground and projects as needed. Create asynchronous professional learning sessions, including videos and PDF reference materials for Performance Matters How to Onboard Applications Using Analytics for Teachers Using Analytics for Administrators Using Teacher and Student Backpack Generating and Using QuickCards Support continued transition and updating for Academic Websites.

Goal	Objective	Strategy	Description
1	5	1	Provide a robust selection of technology-based (TA:-TEKS) professional development aligned to the Digital Learning Plan and Future-Ready Pathways for directors, instructional coaches, specialists, district coordinators, librarians, teachers, clerical and staff through the following: Provide training via Tech Tuesdays, SMART Wednesdays, Night School Thursdays, Ready Tech Go Conference, Lunch and Learn's, EPIC Saturdays, PD in PJ's, SEAD Conference, Instructional Leadership Academy, Clerical Academy, ECE, etc. Refine and build additional courses for SAISD Future-Ready PD ePortal for asynchronous learning to support teachers with blended learning readiness and software initiatives (Canvas, Swivl, SMART, etc.) Create and host a playlist of short instructional videos on the Ed Tech YouTube Channel (Awesome Table) demonstrating high impact technology integration tips, tricks and practices Conduct a Future Ready teacher survey to establish teacher baseline data for technology integration and measure growth districtwide in 2021-22 Provide support and professional development to the Verizon Innovative Learning campuses Coordinators and Ed Tech IS's will collaborate with campuses to plan and provide Future-Ready personalized campus-based professional development Cultivate professional network, skillset, knowledge and awareness of current trends to positively impact districtwide PD by attending professional learning conferences, coursework, institutes, joining personal learning networks, self-study courses, and specialized workshops Represent SAISD by presenting at local, state and national conferences or by submitting a blog or article to educational technology websites/organizations.
1	5	2	Ensure a comprehensive plan that supports viable processes for policies, procedures, communication, marketing, and productivity. Participate in the development of districtwide standardization of technology devices Ensuring that district administrative procedures are updated to reflect appropriate use of communication technologies (AP F-26) Establish an Ed Tech onboarding & sustainability procedure (legacy document) Collaborate with campuses to implement consistent visits and feedback to support growth on Future Ready plans Purchase of updated equipment to support program coordination. Continue support and updating of the Ed Tech website Create and implement a comprehensive marketing plan to include email newsletters, announcements, flyers, banners, advertising to Canvas, and Social Media Publishing notifications to administrative and instructional teams via memo packets on technology initiatives and policy changes.
1	5	3	Establish Creation Stations at the campus libraries so students or classrooms can use these stations for animation, film, illustration, and podcast projects.
1	6	1	Implement a robust after school program that ensures the scorecard metrics and is aligned to district initiatives and curricular programming: Providers can implement a digital attendance system to monitor attendance for the City of San Antonio Contract Monitoring Report and Average Daily Attendance. (Kids Care Center and Parent Portal) Provide ongoing certified teacher support in the regular after school program to focus on reading and homework 2 days per week in tested grade levels (38 weeks of instruction) Implement a district common after school curriculum Homework Help (COSA) for students with assignments and digital resources for students without assignments. Implement aligned reading activities to extend the district's reading pacing calendar (YAG) and cross-departmental offerings (Library Reading Focus) during after-school hours. Increase students' access to reading collections in both print and digital that include English and Spanish for pleasure reading, After School Book Club, Lightsail, Tumblebooks, SORA, Comics Plus, etc. Collaborate with librarians and campus teachers to support literacy activities after school. Provide onboarding workshops for all after-school instructional staff beginning and throughout the 2021-2022 school year. Extended Day Program (EDP) staff will model best practices with literacy, STEAM, and technology strategies with small groups during site visits.

Goal	Objective	Strategy	Description
1	6	3	Establish and facilitate a new bid for the RFP#16-030, SAISD Extended Day Program, and the RFP# 19-031, "21st Century Learning Afterschool Centers on Education (ACE) Use the Extended Day Program - Readiness Safety Action Protocols for COVID -19, and monitor the SAISD after school sites to ensure that staff and students are following the safety practices Monitor the SAISD after school program and maintain an Extended Day Program - Critical Incident Log capturing all incidents and communicate with campus administration Deploy an Administrative Procedure on SEDP to outline expected practices to promote program achievement Implement a standardization of practices and protocols through a SEDP Handbook, Website, and resources Provide safety & PPE supplies and in-person updates for COSA registration Implement an evaluation system using the scope of work scorecard with daily monitoring Implement a digital repository of systems of support including, but not limited to, calendars, timelines, attendance, financials, resources and After School Provider reports such as Program Income Report (Sliding Scale Fees due to COSA) Establish a process handbook for COSA report requirements and deliverables using the SMART Sheet system Facilitate early negotiation of COSA agreements and budgets Provide parent communication of available resources for home use Provide program site-based coordination and oversight Implement an online attendance system for improved analytics
1	7	2	Provide print and digital collections for K-12 to support gaps as noted in audited resources and increase cultural diversity (Due to COVID-19 collections may be primarily purchased e-collections at the district level.) Implement standardizations on collection development for campus and district purchases that meet identified programming needs and diversity, i.e., dual language Spanish authentic text, STEAM, and PBL. (Due to COVID-19 collections may be primarily purchased e-collections at the district level.) Implement databases to support K-12 and CCMR and programs for special populations Provide curated collections for new units or new campuses (i.e., 2021-22 Hot Wells MS, CAST Med, YMLA, etc.) Conduct collection inventory for textbooks and library resources using the EOY procedures for inventory checks, check-out procedures (tracking library resource usage), transfer of resources, and patrons in order to determine resource needs. Manage the San Antonio Public Library and Bibliotech library collection partnerships through registration drives and SSO access to students for digital collections Continue partnership with the San Antonio Public Library to access their digital collection via Sora Implement an adaptive reading program to improve literacy and reading for pleasure and increase Lexile growth measures Provide professional development for teachers, librarians and instructional coaches (virtual and face-to-face) EPIC Saturday Librarian PLN PD in PJs LightSail Quick Guide Provide communication literature for families on continued use after hours Implement a leaderboard to showcase minutes read by school. Imagine Learning
1	7	3	Facilitate teacher digital librarians serving as the trainer-of-trainers of district-wide technology programs such as Google, Canvas and other digital productivity tools and resources Provide technology integration and lesson-planning according to the Texas School Library Standards Align professional development to Future-Ready pathways and ISTE standards Offer library high interest professional development in district EPIC Saturdays, PD in PJs, Ready-Tech-Go Conference, etc. Create a Canvas Course for librarians and library instructional assistants to provide comprehensive programming resources and personalized professional development Establish a leadership pathway for librarians to create and implement rigorous and aligned lessons that support library programming. Establish a technology and curriculum pathway for library instructional assistants to support the library standards and campus goals.
1	7	4	Develop and execute library programming for children and families to create home libraries. Grant facilitator and coordinator will implement training opportunities for librarian staff and teachers. Provide print and digital resources and collections for K-12 to standardize library collections. Replace outdated materials in K-12 libraries--market programming to the SAISD community.

Goal	Objective	Strategy	Description
1	8	1	Ensure timely procurement of resources: Refine the Budgetary Documentation and Record-Keeping Digital Process Implement an online TIMA purchasing process Conduct projections, procurements, purchases, and dissemination of all TIMA- funded purchases (adopted and supplemental materials) Ensure that all digital resources can be supported through the district's technology infrastructure Process course conventions by re-alignment to existing resources Maintain a tracking system of all adopted and supplemental purchases with contract renewals and expirations Provide accounting records and TEA approvals Ensure that appropriate RFPs, RFI, bids, and governance (administrative procedures) is updated and prepared to facilitate use of TIMA funding for instructional materials Ensure that departments have the materials request forms to create orders and deliveries Ensure that all out-of- adoption materials are removed from various areas around the district Establish a preliminary TIMA budget Develop board agenda items for supplemental resources, buybacks/disposals, and approval on TEKS alignment Ensure all BIDS, RFPS, and Board Agenda items are processed in a timely manner to ensure the purchase of instructional and digital resources.
1	8	2	Ensure all record keeping and disposal of all TIMA- purchased resources by: Implement a Resource Management System to maintain inventory controls Ensure all resources are barcoded and processed by local personnel Provide BOY, MOY, and EOY procedures for inventory checks, transfer of resources, issuance, and return of Instructional Materials Provide updates on resources ordered to campus staff Coordinate the removal of Surplus and Out of Adoption Materials to be sold or recycled Update TIMA manual Provide district-wide support and help for instructional materials (books, library, etc) for campuses in transition and the SAISD Bond Improvements Ensure that TIMA Department maintains informed on all state legislative changes that impact textbook adoptions and the purchase of supplemental resources by attending the state conference
1	8	3	Ensure timely delivery and pick-up of surplus and shortages by: Provide courier services Establish pick-up and delivery routes Manage the online textbook ordering system Formulate a plan for seasonal increased support services Maintain district vehicles according to maintenance recommendations in transportation policies and procedures Maintain the SAISD Warehouse
1	8	4	Ensure that all TIMA-funded instructional materials are ready for checkout/launch by teachers and students to implement the district curriculum and dual credit courses. Update records on district-aligned, TIMA-funded instructional materials, expirations, and associated costs Collaborate with academic departments to set priorities for primary/supplemental materials purchases for the new school year Act in an advisory capacity to the procurement and deployment of Instructional Materials and Textbook Adoptions Maintain accurate EMAT records to determine current or future TIMA-funded materials Maintain stakeholders informed on new TEA guidelines on access to open-source instructional materials Coordinate with Bilingual and Special Education Departments on specific needs for dual language or assistive technology resources for students
1	9	1	Establish a customizable plan for K-6 schools to provide extracurricular STEM programming via after school clubs in robotics, gardening, coding, STEAM, filmmaking, maker spaces, etc. Based on campus interest, create a STEM Exploration Plan to include teacher recruitment, resources, metrics, budget, implementation, sustainability, and professional learning. Develop a marketing plan to raise awareness of STEM progression and opportunities for campuses. Conduct ongoing SAISD STEM Teacher Collaborative meetings once a month and include an incentive program for teachers engaged in STEM implementation. Provide access to the district-wide STEM teacher network. Provide communication on STEM career pathways, STEM events and resources, and promotion of district STEM activities via Websites, Twitter, and Facebook. Provide contact and coordination support with the Extended Learning Program.
1	9	2	Work with curriculum and instruction to integrate STEM into district curriculum available for campuses who wish to progress to the introductory level of STEM implementation. Establish a customizable plan for K-6 schools to integrate TEKS-aligned STEM instruction anchored in content. Based on campus interest, complete a campus STEM Introduction Plan to include teacher recruitment, budget, implementation, resources, sustainability, and professional learning

Goal	Objective	Strategy	Description
1	9	3	Provide STEM Introduction through the integration of STEM experiences that are cross-curricular within each grade and embedded in content: Establish a custom plan for Hot Wells and Poe Middle School's STEM Dual-Language program and Carvajal Elementary to integrate STEM experiences that are cross-curricular within each grade and embedded in content to include budget, implementation, sustainability, and professional learning. Provide guidance and support in procuring an interdisciplinary STEM curriculum. Support campuses in the establishment and maintenance of makerspaces and innovative labs. Coordinate with the Science Department to facilitate the STEM component of the district-wide Elementary Science Fair. Support STEM Partial Immersion schools in the exhibition of student projects. Coordinate the facilitation of STEM experts for exhibitions and interactive activities.
1	10	1	Increase district-wide Character Education activities and lessons to include peer mediation programs that align with TX HB1026 - Relating to instruction and positive character traits in public schools - Collaboration with SEAD and Health & PE for alignment and continuity - Provide professional development to counselors through Peer Mediation Program materials. Trinity University Interns to support Guidance Curriculum pertaining to SB 179 - Data analysis on guidance lessons provided through Character Education and peer mediation program materials.
1	10	2	Increase support for students' academic, career, personal and social abilities: Utilize district needs assessment data (student, parent, and teacher) to develop campus-specific guidance curriculum/lessons; Engage stakeholders, particularly administrators, counselors, teachers, parents, and internal departments, in the development of clearly articulated curriculum resources Deploy SAISD Counseling YAG: year -at-a- glance; Align with TEA 5th Edition - best practice for time distribution within the four components: Guidance Curriculum = 35%, Individual Planning = 15%, Responsive Services = 30%, System Support = 20%
1	11	1	Provide high-quality professional development to counselors to support students' academic, career, personal and social abilities.
1	11	2	Ensure counselors are provided updated training and resources to meet state and federal compliance policies (TEC SS33.006)
1	12	1	Increase number of EL parent representatives serving on LPAC committees across the district by: Actively recruiting parents at district Dual Language parent advisory events. - Providing district training to increase understanding of parent role in LPAC.
1	12	2	Support LPAC coordinators and data clerks in accurate programmatic coding for dual language and ESL programs by: Collaborate with PEIMS department at the beginning of the year training for data clerks on dual language/ESL coding in Frontline. Develop a step-by-step process to check programmatic coding. Provide 2 additional self-paced pieces of training geared for campus data clerks. Provide joint training opportunities for the LPAC coordinator and data clerk at the beginning of the year to review EL rosters and programmatic coding. Provide weekly office hours with district data specialists for campus data clerks. Provide campus teacher bilingual and ESL certification reports
1	13	1	Provide external providers such as Lead4ward to conduct training and provide supporting materials to district and campus staff to align instructional practices around researched-based strategies for student success.

Goal	Objective	Strategy	Description
1	15	1	<p>Ensure that stakeholders are aware of and have opportunities to be involved in the district GATE community and array of services provided to GATE identified students by: Hosting campus based parent informational meetings Hosting district level parent informational meetings Developing and maintaining a parent support group Implementing book studies/learning opportunities for parents Developing/conducting a "welcome to GATE" event Developing/conducting a parent conference Updating handbooks and online information Creating and maintaining an advisory committee comprised of all stakeholders (administrators, teachers, parents, students, community members) that reviews district GATE services and advises on the development of new services Developing family enrichment events (i.e., game night, STEM night) Hosting campus and/or district GATE showcases Ensure that stakeholders have opportunities to provide feedback and input on the development and implementation of GATE services by: Developing and maintaining a parent advocacy group Developing and maintaining an advisory committee comprised of all stakeholders (administrators, teachers, parents, students, community members) that reviews district GATE services and advises on the development of new services Seeking input from stakeholders through feedback forms during district events Ensure that stakeholders are aware of and have integrated opportunities to be involved in the array of services provided to GATE identified students, particularly those identified in the visual arts and leadership, through: Campus based parent informational meetings to be coordinated with regular G/T Updated handbooks and online information Student showcases Developing and implementing a talent showcase and student conference specific to Leadership and Visual Arts</p>
1	19	1	<p>(ALL CIA) Increase student achievement and ensure all students are prepared for college, career, and military readiness through rigorous curriculum by: involving stakeholders, particularly teachers, in the development of clearly articulated curriculum resources, including a scope and sequence and units of study; aligning monolingual and bilingual curriculum to ensure coherence throughout each campus and in each grade level; collaborating across program areas for alignment and continuity, including Bilingual/Dual Language, Special Education, Career and Technical Education, Fine Arts, 21st Century Learning, Advanced Academics, Health/Physical Education, Multi-Tiered Systems of Support, and Early Childhood; ensuring fidelity to the curriculum framework through the managed foundation, incorporating feedback mechanisms for resource refinement, including support for implementation through ongoing professional development; codifying the philosophy, purpose, and process in a legacy document to communicate the expectations for curriculum development in SAISD; and providing professional learning for development and use of curriculum to curriculum writers, campus personnel, and principals.</p>
1	19	2	<p>(ALL CIA) Increase student achievement and rigorous, student-centered instruction aligned to the instructional frameworks by: aligning resources to the instructional frameworks and curriculum for direction on implementation; implementing professional learning networks to increase collective teacher efficacy; modeling and supporting the implementation of student learning strategies for engagement, including ESL, SEL, small-groups, differentiation, technology integration, intervention, and enrichment; implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue; supporting the use of a sheltered instruction framework that makes content comprehensible for ELs at varying language proficiency levels; supporting the use of instructional models that promote language development, collaboration, and culturally relevant pedagogy; incorporating writing-to-learn strategies for across the content areas, such as quick writes and quick write summaries; incorporating interdisciplinary learning approaches including STEM, STEAM, project-based learning, and arts integration. increasing access to high-quality professional learning through Professional Learning Networks, after school trainings, EPIC Saturdays, PD in PJs, and partnerships with leading professional development organizations; and offering professional learning aligned to program goals for tier 1 instruction utilizing multiple modalities such as face to face, webinar, online, and self-paced.</p>

Goal	Objective	Strategy	Description
1	19	3	(ALL CIA) Transform human capital management and internal opportunities for career advancement through the development of leadership academies to develop instructional leaders by: identifying internal candidates for leadership academies and subsequently, leadership positions; developing a Teacher Leader Academy and an Academics Leadership Academy; collaborating with district and school leaders to develop relevant learning experiences based on individual participant career aspirations; engaging participants in a long-term capstone project targeting areas aligned to school improvement; and collaborating with Talent Management to prioritize candidates in hiring opportunities for leadership positions. developing a New Instructional Coach Mentorship Program that provides onboarding, cultivates a positive culture and understanding around Student-Centered Coaching Model, and assists in developmental needs of individual coaches based on designated goals.
1	19	4	(ALL CIA) Increase student achievement through collaboration and learning by: participating and presenting in regional, state, and national conferences that promote transformative practices in urban education; engaging in reflection with job-alike professionals around current problems of practice and potential solutions; and collaborating with educational figures who have found innovative ways of furthering content, pedagogy, school improvement, and student achievement.
1	19	5	(ALL CIA) Collaboratively develop formative and performance-based assessments to provide feedback on mastery of standards; Utilize protocols that leverage student data for instructional improvement, particularly student work; Create assessment practices that encourage reflection and the development of assessment-capable learners; and Codify the philosophy, purpose, and process in a legacy document to communicate the expectations for curriculum development in SAISD
1	19	6	(MATH/Science) Improve student achievement and fill gaps in student learning to ensure attainment of the foundational curriculum by: using Imagine Learning and iStation, an adaptive online curriculum, that supports student learning and responds to actions and decisions, available in English and Spanish; Using Sirius Education Solutions instructional materials Secondary Math utilizing Mentoring Math, AVID Center, Lead4Ward online and printed materials, and StepUp materials. providing ongoing professional learning to onboard new teachers and support effective implementation for all teachers, including monthly monitoring of student progress; providing professional learning on the effective implementation of a blending learning approach in the classroom; and monitoring student and teacher use for fidelity to the program. Creating a summer bridge program for science and math
1	19	7	(Science) Teacher Professional Development Increase student achievement and rigorous, student-centered instruction aligned to the instructional frameworks by: aligning resources to the instructional frameworks and curriculum for direction on implementation; implementing professional learning networks to increase collective teacher efficacy; modeling and supporting the implementation of student learning strategies for engagement, including ESL, SEL, small-groups, differentiation, technology integration, intervention, and enrichment; implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue; supporting the use of a sheltered instruction framework that makes content comprehensible for ELs at varying language proficiency levels; supporting the use of instructional models that promote language development, collaboration, and culturally relevant pedagogy; incorporating writing-to-learn strategies for across the content areas, such as quick writes and quick write summaries; incorporating interdisciplinary learning approaches including STEM, STEAM, project-based learning, and arts integration. increasing access to high-quality professional learning through Professional Learning Networks, after school trainings, EPIC Saturdays, PD in PJs, and partnerships with leading professional development organizations; and offering professional learning aligned to program goals for tier 1 instruction utilizing multiple modalities such as face to face, webinar, online, and self-paced.
1	19	8	(Science) Tier II Resources Ensure all students have access to high quality Tier II instructional resources aligned to the SAISD Science Frameworks by: Purchasing Explore Learning Gizmos, online interactive simulations & virtual labs, for teachers grades 3 - 12.

Goal	Objective	Strategy	Description
1	19	9	(Science) Provide enrichment opportunities in Science for all students by conducting a district-wide Science and STEM Fair. Science and STEM Fair Provide enrichment opportunities in Science for students by: Establishing a district wide elementary science fair where students will demonstrate scientific literacy by applying learned skills and critical thinking to real-world problems Establishing a district wide secondary science fair where students will demonstrate scientific literacy by applying learned skills and critical thinking to real-world problems Create marketing materials in order to recruit participation in district science fairs Recruit community science leaders to judge the events.
1	19	10	(ELE ELAR) Increase student achievement and rigorous, student-centered instruction aligned to the instructional frameworks by offering professional learning aligned to the District Literacy Plan for tier 1 instruction utilizing multiple modalities such as face to face, webinar, online, and self-paced; and providing all K-2 teachers a supplemental Phonological Awareness resource in English; and providing professional learning opportunities for test prep, including but not limited to PLNs, after school specials, and webinars to support the implementation of preparatory assessment resources.
1	19	11	(SEC ELAR) Ensure all students have access to high-quality instructional resources aligned to the SAISD Secondary R-LA Frameworks, such as Newsela, NoRedInk, Actively Learn, and Patterns of Power to create culturally responsive rigorous learning opportunities. Purchasing NewsELA: aligned texts for grades 6-English IV and tools for instruction and small group instruction, plus PD \$240,000 Purchasing NoRedInk: aligned process writing and revising and editing practice for grades 6, 7, 8, English I-II, plus PD \$211,271 Actively Learn: aligned texts for English I-English IV and tools for instruction and small group instruction, plus PD \$491,106 (TIMA) Purchasing Patterns of Power, Grades 6-8 Resource Create a book list in partnership with teachers, students, and Library Media Services to include: Culturally-responsive texts for SAISD students Texts with grade-appropriate complexity Creating resources aligned to TSI 2.0 and offer professional development to teachers Canvas course with lessons aligned by strand Google Folder of lessons aligned by strand ThinkUp! Mentoring Minds STAAR Prep Materials for grades 6-8 Middle School and academies
1	19	12	Increase student achievement by providing targeted, instructional support in grades K-5 from Associates for Educational Success (AES) consultants to a cohort of campuses. Improve student achievement by increasing teacher capacity while participating in job embedded professional learning with their students. Teachers will have opportunities for: participating in lesson studies observing model teaching/co-teaching providing small group support identifying priority strategies for computation at each grade level observing the consultant model the use of best instructional practices, Anchor Charts, Math Journals, and Talk Moves
1	19	13	Reading: Implement and monitor a dyslexia intervention program for students with disabilities to increase Student Achievement, Student Progress, and to Close the Achievement Gap.
1	20	2	Implement a SEAD approach focused on the 3 essential elements, designed to improve student success in school, college, career, military, and life by - Provide 4 weeks of SEAD lessons in Canvas for teachers to use in grades 6-12 across grade bands 6-8 and 9-12. Provide CASEL SElect explicit instruction curriculum for grades 6 & 7 Provide training and ongoing support Provide supplemental resources & materials Facilitate Family/Community Outreach Events Collaborate with Health & PE Collaborate with Core Content Directors to integrate SEAD Competencies into district Curriculum Guides
1	21	1	Principal's supervisors and coordinators will conduct weekly campus visits to observe campus instruction and will provide feedback to campus leadership.
1	21	2	Principal supervisors and coordinators will attend conferences and professional development in order to increase personal capacity.
1	22	1	Design a comprehensive curriculum plan with strategies and resources, aligned with SAISD's Literacy Plan, to meet the needs of Dual Language students

Goal	Objective	Strategy	Description
1	22	2	Provide secondary DL content teachers with class books and other digital and print sources in Spanish to supplement language acquisition
1	22	3	Develop and monitor systems for district Dual Language implementation for all stakeholders and create growth and engagement opportunities for Dual Language stakeholders to increase their knowledge and understanding of program implementation with fidelity through high quality professional learning opportunities
1	23	1	Establishing Plazas Comunitarias through the Mexican Consulate to provide courses so that parents/families are able to complete Primaria (K-6), Secundaria (7-9) and pursue other coursework (ESL, GED, Computer Literacy, Citizenship, certifications, etc. via a partnership with the SAISD Adult and Community Education Department
2	2	2	Improve the content and pedagogical knowledge of Administrative and PK teaching / support staff by: <ul style="list-style-type: none"> ?* Developing highly effective administrative and teaching staff that implement high quality PK programs.? ?* Providing professional learning opportunities to build capacity of administrators, teaching staff, and support staff to implement a high quality PK program.? ?* Ensuring that Early Learning Workforce (ECE Teachers, ECE Instructional Assistants, ECE Dept. Staff, etc. meets criteria and qualifications for a high quality PK programs * Implementing ongoing internal / external monitoring systems to adjust and refine support services that address student needs * Offering effective, high quality professional learning opportunities that build intellectual capacity and are connected to student needs. ?ECE Teachers and ECE Instructional Assistants will participate in:? ?New Teacher Orientation, Curriculum Day, BOY ECE IA Training, ECE IA Training Series, ECE Assessment / Data Analysis Training, CLASS Training, ECE Action Research / Professional Learning Networks, EPIC Saturdays, PDPJs, Head Start training series, etc. * Coaching / Mentoring * Ensuring that ECE teachers and IAs receive ongoing student-centered coaching support and mentoring opportunities.? * Administrator Professional Development * Providing high quality, ECE-specific professional learning opportunities for:? # Campus admin staff (Principals and Head Start Instructional Coaches) to include, but not limited to: July Leadership Summit, Instructional Leadership Academy, TAEYC, PreK4SA Early Leadership Series, EPIC Saturdays, CoSA Head Start Strategic Planning, CoSA Head Start Quarterly Data Review Sessions, etc. # ECE Dept. Staff (Director / Specialists / Coordinators / Compliance Monitors / Paraprofessionals) participation in district, local, state and national professional development (as deemed appropriate) and deliver ongoing high quality professional development including, but not limited to, NAEYC, TAEYC, CoSA Head Start training series, CGCS, EPIC Saturdays, Region 20 Early Childhood Meetings / PD, etc. * Leading Continuous Improvement * Routinely monitoring progress towards increasing positive child outcomes and the quality of the PK program. * Assisting campuses with making program adjustments throughout the school year based on monitoring and feedback.
3	1	1	HB3 Texas Reading Academy - Increase student achievement through developing teacher content and pedagogical knowledge in literacy instruction grounded on the Science of Teaching Reading Teachers will be supported in: providing K-3 teachers, principals, assistant principals, instructional coaches, dyslexia teachers, and special education teachers professional development centered around the HB3 Reading Academies as mandated by TEA continuous communication and support for all participants will take place via department memos, cohort leaders' Canvas communication, Reading Academies Newsletter, office hours, and synchronous sessions for each module.
4	1	1	The CIA department will bring in national speakers to present best practices for reading, SEL, vocabulary development, and oral language.
4	2	1	(DLBEM) Monitor compliance of LPAC state requirements in order to provide necessary supports to English Learners for academic success: Provide continuous training and onsite support virtually and face to face to all LPAC campus coordinators throughout the school year. Update, monitor, and refine digital LPAC platform to support state-required documentation. Provide procedural documents and a comprehensive guide to compliance to increase understanding and improve decisions for students.

Goal	Objective	Strategy	Description
4	2	2	Monitor and support LPAC coordinators by providing quarterly compliance team reviews to ensure: initial identification of ELs 9 week monitoring of monitored and current EL students for failures - State Assessment Decisions including language of assessment and designated supports - End of year annual reviews - Ensure Edugence data is accurate and consistent. - Title III Conference-registration for team-virtual - Texas Assessment Conference
4	2	3	Build a workforce that is highly-qualified, appropriately certified Dual Language and ESL teachers by: Analyzing campus teacher certifications for bilingual/ESL positions Collaborating with HR and Talent Management in hiring bilingual/ESL certified teachers Ensuring clear, prompt communication and establish checkpoints to verify requirement progress. Providing bilingual preparation course for BTLPT course (#190) Providing bilingual preparation course for Bilingual Supplemental (#164) Monitoring teacher progress towards bilingual and ESL certification in collaboration with Talent Management and Human Resources using consistent communication and support for teachers.
4	3	1	Monitor compliance of LPAC state requirements in order to provide necessary supports to English Learners for academic success: Provide continuous training and onsite support virtually and face to face to all LPAC campus coordinators throughout the school year. Update, monitor, and refine digital LPAC platform to support state-required documentation. Provide procedural documents and a comprehensive guide to compliance to increase understanding and improve decisions for students.
4	3	2	Monitor and support LPAC coordinators by providing quarterly compliance team reviews to ensure: initial identification of ELs 9 week monitoring of monitored and current EL students for failures - State Assessment Decisions including the language of assessment and designated supports - End of year annual reviews - Ensure Edugence data is accurate and consistent. - Title III Conference-registration for team-virtual - Texas Assessment Conference
4	3	3	Build a workforce that is highly qualified, appropriately certified Dual Language and ESL teachers by: Analyzing campus teacher certifications for bilingual/ESL positions Collaborating with HR and Talent Management in hiring bilingual/ESL certified teachers Ensuring clear, prompt communication and establish checkpoints to verify requirement progress. Providing bilingual preparation course for BTLPT course (#190) Providing bilingual preparation course for Bilingual Supplemental (#164) Monitoring teacher progress towards bilingual and ESL certification in collaboration with Talent Management and Human Resources using consistent communication and support for teachers.
4	5	2	Support the offering of the High School U.S. History course to 8th grade students in order to create access to high school credits at any additional middle school and academy campuses offering the course by: Providing instructional resources including Mastering the TEKS in US History Since 1877 books from Jarrett Publishing, Mapping U.S. Kits from Nystrom, and Mini-Qs in U.S. History Vol. 1 from the DBQ Project Facilitating Professional Learning Network Sessions for U.S. History and provide ongoing support for the implementation of the TEKS.
5	1	1	(FSS) - Training will be provided to all campus POCs to support the identification and services to students in homeless situations.
5	1	4	(ONLINE LEARNING) Prevention strategies for learning loss by: Providing computer-based curriculum to recover credit, protect failing grades, supplement, enhance and improve student academics Providing intensive instructional support through grade repair and accelerations for students who did not meet standards and who have failed the 9-week cycle TIF Grad coaches will develop, implement, analyze and monitor an academic plan for at-risk student to receive appropriate diploma Online curriculum users will receive a minimum of 3 hours of professional development or continuing education courses on the LMS Development opportunities that engage staff in the effective use of online platforms to improve their own productivity and improve student achievement.

Goal	Objective	Strategy	Description
5	1	5	(ONLINE LEARNING) Through increased student involvement in intervention programs (Afterschool tutoring, Twilight School, Saturday School) on Low Performing standards on EOC exams and student expectations (DC/DE/AP) we will close the gap of instruction missed during the 2019-2021 school years and increase academic performance in all areas.
5	1	6	(Online Learning) Partner Students will experience content-deepening through field experiences
9	1	1	Increase support for students' academic, career, personal and social abilities by: Develop and define the roles and responsibilities of a school counselor that align with the American School Counseling Association (ASCA), Texas Counselor Association (TCA), and TEA using the Texas Model for Comprehensive School Counseling Programs (5th Edition) and through the development of the SAISD School Counseling Framework (TEC SS33.003-33.007) Meet individually with high school counselors to discuss the importance of roles and responsibilities and advocacy for the counselor profession Conduct senior credit audits to ensure senior class is on target for graduation Develop SAISD school counselor curriculum aligned with The Texas Comprehensive School Counseling Program (5th Edition) With key stakeholders, evaluate recommended compliance percentages per the four counseling components in alignment with state of Texas requirements: Guidance Curriculum = 35% Individual Planning = 15% Responsive Services = 30% System Support = 20% Postsecondary campus teams will meet weekly to align campus/district goals and pacing chart
9	1	2	Build capacity for internal communication, rapid-cycle improvement, and college advising across all stakeholders across all grade levels: Create a professional learning plan by supporting "Leadership Skills" in All Counselors: Leverage existing monthly counselor meetings to hold leadership and management skills workshops Provide an opportunity for counselors to present during counseling meetings and professional development on best practices/strategies Collaboration with SAISD Departments to ensure alignment with campus goals and district initiatives: Advanced Academics and Postsecondary, CTE, Curriculum and Instruction, Dual Language, ESL and Migrant, SEAD and Office of Access and Enrollment, PEIMS and Research and Evaluation Collaboration with Learning and Compliance Support Services Department to ensure all counselors are well informed with district (policy and procedures) and state mandates (House Bills, Senate Bills)
9	2	1	The district will support the implementation of the AVID Elective and AVID Elementary at 29 campuses (Herff, Hot Wells, Davis, St. Phillip's ECHS, Pershing) by: Purchasing access to the AVID Curriculum through the AVID Contract Monitoring the implementation of the AVID Elective and AVID Elementary curriculum to include WICOR strategies and the AVID Elective Weeks at a Glance and Tutorials Supporting campuses in completing required AVID Center data such as the Coaching and Certification Instrument (CCI) and site data Analyzing the effectiveness of AVID through campus data reports on STAAR/EOC, ACT/SAT/PSAT, course of rigor, college application/acceptance rate, and attendance
9	2	2	Provide access to AVID professional learning for AVID Elective, AVID Excel, and AVID Site Team Members through the following: AVID Summer Institute or DXP (Summer/Fall) SAISD AVID Mini-tute (Summer) AVID Center Workshops (Fall/Spring) EPIC and other district events Campus-based professional learning
9	2	3	Recruitment, hiring and training of college AVID Tutors for AVID National Demo Sites (Whittier, Longfellow, Jefferson, and YWLA) Recruit, hire, train and retain college tutors for the effective implementation of the tutorial process To maintain the highest standard of AVID implementation, the CCI measures the number of college tutors needed as a minimum of one college tutor per AVID class. Coordinate with campus secretary to submit tutor payroll Recruit and train volunteer college tutors, cross-age or peer tutors in the AVID methodologies that support the tutorial process in the AVID elective and AVID Excel Elective.
10	2	1	(FSS) Access tuition and fee waiver confirmation for 90% of graduating students identified in substitute care by December 2021. - Hyper-monitoring the students as identified through the school year. - Students will be contacted weekly.

Goal	Objective	Strategy	Description
10	2	2	<p>(POSTSEC) Increase college awareness for students by: Utilizing college and career planning platform, SchoolLinks, for students to track progress towards college readiness activities that improve awareness of postsecondary pathways Collaborating with CTE to add industry partners to SchoolLinks and requesting that they upload career FAQs videos Collaborating with SAISD Alumni Nation to add mentors and alumni to SchoolLinks to talk about their aspirations and accomplishments Deploying In-State Tours that maximize existing Preview Days hosted by higher education institutions depending on trends in SAISD alumni enrollment and interest from past graduates Coordinating Out-of-State Tours for high achieving juniors to out-of-state, high graduation rate, high affordability, and/or test-optional colleges Offering professional learning opportunities for staff beyond counselors and advisors on Vital Advising Behaviors, SchoolLinks, College Visits Logistics, etc. during EPIC Saturdays or as monthly webinar series for staff Participating in at least five Family Power Hour workshops around postsecondary success Sending timely postcards that touch on topics like FAFSA, SchoolLinks, senior year checklists, etc.</p>

RDA Strategies

Goal	Objective	Strategy	Description
1	2	1	Support district and campus leadership capacity in the development of their improvement plans by conducting professional development on the critical components of the comprehensive needs assessment and improvement plan; creating a feedback cycle and timeline for review; providing ongoing training opportunities throughout the school year focused on developing, revising, and monitoring the improvement plans; and maintain procedures and forms on the SAISD SharePoint.
1	2	2	Consult with Private Non-Profit Schools during the grant planning process, initial consultations, and follow up consultations to address needs throughout the school year - Collaborate with ESC 20 to provide Title IA and Title II services to Private Non-Profit Schools - Support Private Non-Profit Schools with federal compliance for expenditures made with federal funds
1	2	3	To keep abreast of improvement planning systems and best practices, the SIFSP team will be provided professional development opportunities.
1	2	4	Program staff will provide onsite campus support in the areas of school improvement and federal compliance.
1	6	1	Implement a robust after school program that ensures the scorecard metrics and is aligned to district initiatives and curricular programming: Providers can implement a digital attendance system to monitor attendance for the City of San Antonio Contract Monitoring Report and Average Daily Attendance. (Kids Care Center and Parent Portal) Provide ongoing certified teacher support in the regular after school program to focus on reading and homework 2 days per week in tested grade levels (38 weeks of instruction) Implement a district common after school curriculum Homework Help (COSA) for students with assignments and digital resources for students without assignments. Implement aligned reading activities to extend the district's reading pacing calendar (YAG) and cross-departmental offerings (Library Reading Focus) during after-school hours. Increase students' access to reading collections in both print and digital that include English and Spanish for pleasure reading, After School Book Club, Lightsail, Tumblebooks, SORA, Comics Plus, etc. Collaborate with librarians and campus teachers to support literacy activities after school. Provide onboarding workshops for all after-school instructional staff beginning and throughout the 2021-2022 school year. Extended Day Program (EDP) staff will model best practices with literacy, STEAM, and technology strategies with small groups during site visits.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Support district and campus leadership capacity in the development of their improvement plans by conducting professional development on the critical components of the comprehensive needs assessment and improvement plan; creating a feedback cycle and timeline for review; providing ongoing training opportunities throughout the school year focused on developing, revising, and monitoring the improvement plans; and maintain procedures and forms on the SAISD SharePoint.
1	2	2	Consult with Private Non-Profit Schools during the grant planning process, initial consultations, and follow up consultations to address needs throughout the school year - Collaborate with ESC 20 to provide Title IA and Title II services to Private Non-Profit Schools - Support Private Non-Profit Schools with federal compliance for expenditures made with federal funds
1	2	3	To keep abreast of improvement planning systems and best practices, the SIFSP team will be provided professional development opportunities.
1	2	4	Program staff will provide onsite campus support in the areas of school improvement and federal compliance.
1	2	5	In order to ensure integration of the ESF framework into CIPS and fidelity to strategies, the SIFSP Team will work with Cohort Wicker by - Every member of the SIFP team will join one CLT within the Wicker CoHort of schools. - Conduct professional development for all campus leadership teams (CLTs) on the ESF systems and processes. Utilize funds to support the principal cohort - Work with all campuses to ensure that 100% of their At-Risk students have been identified - Facilitate POP Walks to provide campuses and campus leaders feedback on the integration levels of the TIP
1	4	2	Create an onboarding process for district and campus-based digital purchases. Document onboarding processes as part of the EdTech/ExDay Handbook, Manual and Resources Spreadsheet (under construction/revision) Update the Instructional Resource Catalogs to inform campuses and departments of proper software purchase and onboarding processes Provide access to Analytics for campus and district-level administrators to inform future digital resource purchases Provide usage reports to campus and department administrators at the end of each grading period to inform them of digital resource usage Diagnose issues and troubleshoot student, teacher, and administrator access to digital resources
1	4	3	Provide consistent and accurate information on system availability and use of Single Sign-on by - Informing staff, parents, and students of available digital resources. Maintain the district Instructional Resource Catalog, including Software Approval Process and Onboarding information Maintain and expand the EdTech/ExDay SSO Support website with program documentation, self-service support, new resources available, and cross-promotion. Provide cross-department graphic design support for Digital Learning Playground and projects as needed. Create asynchronous professional learning sessions, including videos and PDF reference materials for Performance Matters How to Onboard Applications Using Analytics for Teachers Using Analytics for Administrators Using Teacher and Student Backpack Generating and Using QuickCards Support continued transition and updating for Academic Websites.

Goal	Objective	Strategy	Description
1	5	1	Provide a robust selection of technology-based (TA:-TEKS) professional development aligned to the Digital Learning Plan and Future-Ready Pathways for directors, instructional coaches, specialists, district coordinators, librarians, teachers, clerical and staff through the following: Provide training via Tech Tuesdays, SMART Wednesdays, Night School Thursdays, Ready Tech Go Conference, Lunch and Learn's, EPIC Saturdays, PD in PJ's, SEAD Conference, Instructional Leadership Academy, Clerical Academy, ECE, etc. Refine and build additional courses for SAISD Future-Ready PD ePortal for asynchronous learning to support teachers with blended learning readiness and software initiatives (Canvas, Swivl, SMART, etc.) Create and host a playlist of short instructional videos on the Ed Tech YouTube Channel (Awesome Table) demonstrating high impact technology integration tips, tricks and practices Conduct a Future Ready teacher survey to establish teacher baseline data for technology integration and measure growth districtwide in 2021-22 Provide support and professional development to the Verizon Innovative Learning campuses Coordinators and Ed Tech IS's will collaborate with campuses to plan and provide Future-Ready personalized campus-based professional development Cultivate professional network, skillset, knowledge and awareness of current trends to positively impact districtwide PD by attending professional learning conferences, coursework, institutes, joining personal learning networks, self-study courses, and specialized workshops Represent SAISD by presenting at local, state and national conferences or by submitting a blog or article to educational technology websites/organizations.
1	5	2	Ensure a comprehensive plan that supports viable processes for policies, procedures, communication, marketing, and productivity. Participate in the development of districtwide standardization of technology devices Ensuring that district administrative procedures are updated to reflect appropriate use of communication technologies (AP F-26) Establish an Ed Tech onboarding & sustainability procedure (legacy document) Collaborate with campuses to implement consistent visits and feedback to support growth on Future Ready plans Purchase of updated equipment to support program coordination. Continue support and updating of the Ed Tech website Create and implement a comprehensive marketing plan to include email newsletters, announcements, flyers, banners, advertising to Canvas, and Social Media Publishing notifications to administrative and instructional teams via memo packets on technology initiatives and policy changes.
1	5	3	Establish Creation Stations at the campus libraries so students or classrooms can use these stations for animation, film, illustration, and podcast projects.
1	6	1	Implement a robust after school program that ensures the scorecard metrics and is aligned to district initiatives and curricular programming: Providers can implement a digital attendance system to monitor attendance for the City of San Antonio Contract Monitoring Report and Average Daily Attendance. (Kids Care Center and Parent Portal) Provide ongoing certified teacher support in the regular after school program to focus on reading and homework 2 days per week in tested grade levels (38 weeks of instruction) Implement a district common after school curriculum Homework Help (COSA) for students with assignments and digital resources for students without assignments. Implement aligned reading activities to extend the district's reading pacing calendar (YAG) and cross-departmental offerings (Library Reading Focus) during after-school hours. Increase students' access to reading collections in both print and digital that include English and Spanish for pleasure reading, After School Book Club, Lightsail, Tumblebooks, SORA, Comics Plus, etc. Collaborate with librarians and campus teachers to support literacy activities after school. Provide onboarding workshops for all after-school instructional staff beginning and throughout the 2021-2022 school year. Extended Day Program (EDP) staff will model best practices with literacy, STEAM, and technology strategies with small groups during site visits.

Goal	Objective	Strategy	Description
1	6	3	Establish and facilitate a new bid for the RFP#16-030, SAISD Extended Day Program, and the RFP# 19-031, "21st Century Learning Afterschool Centers on Education (ACE) Use the Extended Day Program - Readiness Safety Action Protocols for COVID -19, and monitor the SAISD after school sites to ensure that staff and students are following the safety practices Monitor the SAISD after school program and maintain an Extended Day Program - Critical Incident Log capturing all incidents and communicate with campus administration Deploy an Administrative Procedure on SEDP to outline expected practices to promote program achievement Implement a standardization of practices and protocols through a SEDP Handbook, Website, and resources Provide safety & PPE supplies and in-person updates for COSA registration Implement an evaluation system using the scope of work scorecard with daily monitoring Implement a digital repository of systems of support including, but not limited to, calendars, timelines, attendance, financials, resources and After School Provider reports such as Program Income Report (Sliding Scale Fees due to COSA) Establish a process handbook for COSA report requirements and deliverables using the SMART Sheet system Facilitate early negotiation of COSA agreements and budgets Provide parent communication of available resources for home use Provide program site-based coordination and oversight Implement an online attendance system for improved analytics
1	7	2	Provide print and digital collections for K-12 to support gaps as noted in audited resources and increase cultural diversity (Due to COVID-19 collections may be primarily purchased e-collections at the district level.) Implement standardizations on collection development for campus and district purchases that meet identified programming needs and diversity, i.e., dual language Spanish authentic text, STEAM, and PBL. (Due to COVID-19 collections may be primarily purchased e-collections at the district level.) Implement databases to support K-12 and CCMR and programs for special populations Provide curated collections for new units or new campuses (i.e., 2021-22 Hot Wells MS, CAST Med, YMLA, etc.) Conduct collection inventory for textbooks and library resources using the EOY procedures for inventory checks, check-out procedures (tracking library resource usage), transfer of resources, and patrons in order to determine resource needs. Manage the San Antonio Public Library and Bibliotech library collection partnerships through registration drives and SSO access to students for digital collections Continue partnership with the San Antonio Public Library to access their digital collection via Sora Implement an adaptive reading program to improve literacy and reading for pleasure and increase Lexile growth measures Provide professional development for teachers, librarians and instructional coaches (virtual and face-to-face) EPIC Saturday Librarian PLN PD in PJs LightSail Quick Guide Provide communication literature for families on continued use after hours Implement a leaderboard to showcase minutes read by school. Imagine Learning
1	7	3	Facilitate teacher digital librarians serving as the trainer-of-trainers of district-wide technology programs such as Google, Canvas and other digital productivity tools and resources Provide technology integration and lesson-planning according to the Texas School Library Standards Align professional development to Future-Ready pathways and ISTE standards Offer library high interest professional development in district EPIC Saturdays, PD in PJs, Ready-Tech-Go Conference, etc. Create a Canvas Course for librarians and library instructional assistants to provide comprehensive programming resources and personalized professional development Establish a leadership pathway for librarians to create and implement rigorous and aligned lessons that support library programming. Establish a technology and curriculum pathway for library instructional assistants to support the library standards and campus goals.
1	7	4	Develop and execute library programming for children and families to create home libraries. Grant facilitator and coordinator will implement training opportunities for librarian staff and teachers. Provide print and digital resources and collections for K-12 to standardize library collections. Replace outdated materials in K-12 libraries--market programming to the SAISD community.

Goal	Objective	Strategy	Description
1	8	1	Ensure timely procurement of resources: Refine the Budgetary Documentation and Record-Keeping Digital Process Implement an online TIMA purchasing process Conduct projections, procurements, purchases, and dissemination of all TIMA- funded purchases (adopted and supplemental materials) Ensure that all digital resources can be supported through the district's technology infrastructure Process course conventions by re-alignment to existing resources Maintain a tracking system of all adopted and supplemental purchases with contract renewals and expirations Provide accounting records and TEA approvals Ensure that appropriate RFPs, RFI, bids, and governance (administrative procedures) is updated and prepared to facilitate use of TIMA funding for instructional materials Ensure that departments have the materials request forms to create orders and deliveries Ensure that all out-of- adoption materials are removed from various areas around the district Establish a preliminary TIMA budget Develop board agenda items for supplemental resources, buybacks/disposals, and approval on TEKS alignment Ensure all BIDS, RFPS, and Board Agenda items are processed in a timely manner to ensure the purchase of instructional and digital resources.
1	8	2	Ensure all record keeping and disposal of all TIMA- purchased resources by: Implement a Resource Management System to maintain inventory controls Ensure all resources are barcoded and processed by local personnel Provide BOY, MOY, and EOY procedures for inventory checks, transfer of resources, issuance, and return of Instructional Materials Provide updates on resources ordered to campus staff Coordinate the removal of Surplus and Out of Adoption Materials to be sold or recycled Update TIMA manual Provide district-wide support and help for instructional materials (books, library, etc) for campuses in transition and the SAISD Bond Improvements Ensure that TIMA Department maintains informed on all state legislative changes that impact textbook adoptions and the purchase of supplemental resources by attending the state conference
1	8	3	Ensure timely delivery and pick-up of surplus and shortages by: Provide courier services Establish pick-up and delivery routes Manage the online textbook ordering system Formulate a plan for seasonal increased support services Maintain district vehicles according to maintenance recommendations in transportation policies and procedures Maintain the SAISD Warehouse
1	8	4	Ensure that all TIMA-funded instructional materials are ready for checkout/launch by teachers and students to implement the district curriculum and dual credit courses. Update records on district-aligned, TIMA-funded instructional materials, expirations, and associated costs Collaborate with academic departments to set priorities for primary/supplemental materials purchases for the new school year Act in an advisory capacity to the procurement and deployment of Instructional Materials and Textbook Adoptions Maintain accurate EMAT records to determine current or future TIMA-funded materials Maintain stakeholders informed on new TEA guidelines on access to open-source instructional materials Coordinate with Bilingual and Special Education Departments on specific needs for dual language or assistive technology resources for students
1	9	1	Establish a customizable plan for K-6 schools to provide extracurricular STEM programming via after school clubs in robotics, gardening, coding, STEAM, filmmaking, maker spaces, etc. Based on campus interest, create a STEM Exploration Plan to include teacher recruitment, resources, metrics, budget, implementation, sustainability, and professional learning. Develop a marketing plan to raise awareness of STEM progression and opportunities for campuses. Conduct ongoing SAISD STEM Teacher Collaborative meetings once a month and include an incentive program for teachers engaged in STEM implementation. Provide access to the district-wide STEM teacher network. Provide communication on STEM career pathways, STEM events and resources, and promotion of district STEM activities via Websites, Twitter, and Facebook. Provide contact and coordination support with the Extended Learning Program.
1	9	2	Work with curriculum and instruction to integrate STEM into district curriculum available for campuses who wish to progress to the introductory level of STEM implementation. Establish a customizable plan for K-6 schools to integrate TEKS-aligned STEM instruction anchored in content. Based on campus interest, complete a campus STEM Introduction Plan to include teacher recruitment, budget, implementation, resources, sustainability, and professional learning

Goal	Objective	Strategy	Description
1	9	3	Provide STEM Introduction through the integration of STEM experiences that are cross-curricular within each grade and embedded in content: Establish a custom plan for Hot Wells and Poe Middle School's STEM Dual-Language program and Carvajal Elementary to integrate STEM experiences that are cross-curricular within each grade and embedded in content to include budget, implementation, sustainability, and professional learning. Provide guidance and support in procuring an interdisciplinary STEM curriculum. Support campuses in the establishment and maintenance of makerspaces and innovative labs. Coordinate with the Science Department to facilitate the STEM component of the district-wide Elementary Science Fair. Support STEM Partial Immersion schools in the exhibition of student projects. Coordinate the facilitation of STEM experts for exhibitions and interactive activities.
1	10	1	Increase district-wide Character Education activities and lessons to include peer mediation programs that align with TX HB1026 - Relating to instruction and positive character traits in public schools - Collaboration with SEAD and Health & PE for alignment and continuity - Provide professional development to counselors through Peer Mediation Program materials. Trinity University Interns to support Guidance Curriculum pertaining to SB 179 - Data analysis on guidance lessons provided through Character Education and peer mediation program materials.
1	10	2	Increase support for students' academic, career, personal and social abilities: Utilize district needs assessment data (student, parent, and teacher) to develop campus-specific guidance curriculum/lessons; Engage stakeholders, particularly administrators, counselors, teachers, parents, and internal departments, in the development of clearly articulated curriculum resources Deploy SAISD Counseling YAG: year -at-a- glance; Align with TEA 5th Edition - best practice for time distribution within the four components: Guidance Curriculum = 35%, Individual Planning = 15%, Responsive Services = 30%, System Support = 20%
1	11	1	Provide high-quality professional development to counselors to support students' academic, career, personal and social abilities.
1	11	2	Ensure counselors are provided updated training and resources to meet state and federal compliance policies (TEC SS33.006)
1	12	1	Increase number of EL parent representatives serving on LPAC committees across the district by: Actively recruiting parents at district Dual Language parent advisory events. - Providing district training to increase understanding of parent role in LPAC.
1	12	2	Support LPAC coordinators and data clerks in accurate programmatic coding for dual language and ESL programs by: Collaborate with PEIMS department at the beginning of the year training for data clerks on dual language/ESL coding in Frontline. Develop a step-by-step process to check programmatic coding. Provide 2 additional self-paced pieces of training geared for campus data clerks. Provide joint training opportunities for the LPAC coordinator and data clerk at the beginning of the year to review EL rosters and programmatic coding. Provide weekly office hours with district data specialists for campus data clerks. Provide campus teacher bilingual and ESL certification reports
1	13	1	Provide external providers such as Lead4ward to conduct training and provide supporting materials to district and campus staff to align instructional practices around researched-based strategies for student success.

Goal	Objective	Strategy	Description
1	15	1	<p>Ensure that stakeholders are aware of and have opportunities to be involved in the district GATE community and array of services provided to GATE identified students by: Hosting campus based parent informational meetings Hosting district level parent informational meetings Developing and maintaining a parent support group Implementing book studies/learning opportunities for parents Developing/conducting a "welcome to GATE" event Developing/conducting a parent conference Updating handbooks and online information Creating and maintaining an advisory committee comprised of all stakeholders (administrators, teachers, parents, students, community members) that reviews district GATE services and advises on the development of new services Developing family enrichment events (i.e., game night, STEM night) Hosting campus and/or district GATE showcases Ensure that stakeholders have opportunities to provide feedback and input on the development and implementation of GATE services by: Developing and maintaining a parent advocacy group Developing and maintaining an advisory committee comprised of all stakeholders (administrators, teachers, parents, students, community members) that reviews district GATE services and advises on the development of new services Seeking input from stakeholders through feedback forms during district events Ensure that stakeholders are aware of and have integrated opportunities to be involved in the array of services provided to GATE identified students, particularly those identified in the visual arts and leadership, through: Campus based parent informational meetings to be coordinated with regular G/T Updated handbooks and online information Student showcases Developing and implementing a talent showcase and student conference specific to Leadership and Visual Arts</p>
1	19	1	<p>(ALL CIA) Increase student achievement and ensure all students are prepared for college, career, and military readiness through rigorous curriculum by: involving stakeholders, particularly teachers, in the development of clearly articulated curriculum resources, including a scope and sequence and units of study; aligning monolingual and bilingual curriculum to ensure coherence throughout each campus and in each grade level; collaborating across program areas for alignment and continuity, including Bilingual/Dual Language, Special Education, Career and Technical Education, Fine Arts, 21st Century Learning, Advanced Academics, Health/Physical Education, Multi-Tiered Systems of Support, and Early Childhood; ensuring fidelity to the curriculum framework through the managed foundation, incorporating feedback mechanisms for resource refinement, including support for implementation through ongoing professional development; codifying the philosophy, purpose, and process in a legacy document to communicate the expectations for curriculum development in SAISD; and providing professional learning for development and use of curriculum to curriculum writers, campus personnel, and principals.</p>
1	19	2	<p>(ALL CIA) Increase student achievement and rigorous, student-centered instruction aligned to the instructional frameworks by: aligning resources to the instructional frameworks and curriculum for direction on implementation; implementing professional learning networks to increase collective teacher efficacy; modeling and supporting the implementation of student learning strategies for engagement, including ESL, SEL, small-groups, differentiation, technology integration, intervention, and enrichment; implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue; supporting the use of a sheltered instruction framework that makes content comprehensible for ELs at varying language proficiency levels; supporting the use of instructional models that promote language development, collaboration, and culturally relevant pedagogy; incorporating writing-to-learn strategies for across the content areas, such as quick writes and quick write summaries; incorporating interdisciplinary learning approaches including STEM, STEAM, project-based learning, and arts integration. increasing access to high-quality professional learning through Professional Learning Networks, after school trainings, EPIC Saturdays, PD in PJs, and partnerships with leading professional development organizations; and offering professional learning aligned to program goals for tier 1 instruction utilizing multiple modalities such as face to face, webinar, online, and self-paced.</p>

Goal	Objective	Strategy	Description
1	19	3	(ALL CIA) Transform human capital management and internal opportunities for career advancement through the development of leadership academies to develop instructional leaders by: identifying internal candidates for leadership academies and subsequently, leadership positions; developing a Teacher Leader Academy and an Academics Leadership Academy; collaborating with district and school leaders to develop relevant learning experiences based on individual participant career aspirations; engaging participants in a long-term capstone project targeting areas aligned to school improvement; and collaborating with Talent Management to prioritize candidates in hiring opportunities for leadership positions. developing a New Instructional Coach Mentorship Program that provides onboarding, cultivates a positive culture and understanding around Student-Centered Coaching Model, and assists in developmental needs of individual coaches based on designated goals.
1	19	4	(ALL CIA) Increase student achievement through collaboration and learning by: participating and presenting in regional, state, and national conferences that promote transformative practices in urban education; engaging in reflection with job-alike professionals around current problems of practice and potential solutions; and collaborating with educational figures who have found innovative ways of furthering content, pedagogy, school improvement, and student achievement.
1	19	5	(ALL CIA) Collaboratively develop formative and performance-based assessments to provide feedback on mastery of standards; Utilize protocols that leverage student data for instructional improvement, particularly student work; Create assessment practices that encourage reflection and the development of assessment-capable learners; and Codify the philosophy, purpose, and process in a legacy document to communicate the expectations for curriculum development in SAISD
1	19	6	(MATH/Science) Improve student achievement and fill gaps in student learning to ensure attainment of the foundational curriculum by: using Imagine Learning and iStation, an adaptive online curriculum, that supports student learning and responds to actions and decisions, available in English and Spanish; Using Sirius Education Solutions instructional materials Secondary Math utilizing Mentoring Math, AVID Center, Lead4Ward online and printed materials, and StepUp materials. providing ongoing professional learning to onboard new teachers and support effective implementation for all teachers, including monthly monitoring of student progress; providing professional learning on the effective implementation of a blending learning approach in the classroom; and monitoring student and teacher use for fidelity to the program. Creating a summer bridge program for science and math
1	19	7	(Science) Teacher Professional Development Increase student achievement and rigorous, student-centered instruction aligned to the instructional frameworks by: aligning resources to the instructional frameworks and curriculum for direction on implementation; implementing professional learning networks to increase collective teacher efficacy; modeling and supporting the implementation of student learning strategies for engagement, including ESL, SEL, small-groups, differentiation, technology integration, intervention, and enrichment; implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue; supporting the use of a sheltered instruction framework that makes content comprehensible for ELs at varying language proficiency levels; supporting the use of instructional models that promote language development, collaboration, and culturally relevant pedagogy; incorporating writing-to-learn strategies for across the content areas, such as quick writes and quick write summaries; incorporating interdisciplinary learning approaches including STEM, STEAM, project-based learning, and arts integration. increasing access to high-quality professional learning through Professional Learning Networks, after school trainings, EPIC Saturdays, PD in PJs, and partnerships with leading professional development organizations; and offering professional learning aligned to program goals for tier 1 instruction utilizing multiple modalities such as face to face, webinar, online, and self-paced.
1	19	8	(Science) Tier II Resources Ensure all students have access to high quality Tier II instructional resources aligned to the SAISD Science Frameworks by: Purchasing Explore Learning Gizmos, online interactive simulations & virtual labs, for teachers grades 3 - 12.

Goal	Objective	Strategy	Description
1	19	9	(Science) Provide enrichment opportunities in Science for all students by conducting a district-wide Science and STEM Fair. Science and STEM Fair Provide enrichment opportunities in Science for students by: Establishing a district wide elementary science fair where students will demonstrate scientific literacy by applying learned skills and critical thinking to real-world problems Establishing a district wide secondary science fair where students will demonstrate scientific literacy by applying learned skills and critical thinking to real-world problems Create marketing materials in order to recruit participation in district science fairs Recruit community science leaders to judge the events.
1	19	10	(ELE ELAR) Increase student achievement and rigorous, student-centered instruction aligned to the instructional frameworks by offering professional learning aligned to the District Literacy Plan for tier 1 instruction utilizing multiple modalities such as face to face, webinar, online, and self-paced; and providing all K-2 teachers a supplemental Phonological Awareness resource in English; and providing professional learning opportunities for test prep, including but not limited to PLNs, after school specials, and webinars to support the implementation of preparatory assessment resources.
1	19	11	(SEC ELAR) Ensure all students have access to high-quality instructional resources aligned to the SAISD Secondary R-LA Frameworks, such as Newsela, NoRedInk, Actively Learn, and Patterns of Power to create culturally responsive rigorous learning opportunities. Purchasing NewsELA: aligned texts for grades 6-English IV and tools for instruction and small group instruction, plus PD \$240,000 Purchasing NoRedInk: aligned process writing and revising and editing practice for grades 6, 7, 8, English I-II, plus PD \$211,271 Actively Learn: aligned texts for English I-English IV and tools for instruction and small group instruction, plus PD \$491,106 (TIMA) Purchasing Patterns of Power, Grades 6-8 Resource Create a book list in partnership with teachers, students, and Library Media Services to include: Culturally-responsive texts for SAISD students Texts with grade-appropriate complexity Creating resources aligned to TSI 2.0 and offer professional development to teachers Canvas course with lessons aligned by strand Google Folder of lessons aligned by strand ThinkUp! Mentoring Minds STAAR Prep Materials for grades 6-8 Middle School and academies
1	19	12	Increase student achievement by providing targeted, instructional support in grades K-5 from Associates for Educational Success (AES) consultants to a cohort of campuses. Improve student achievement by increasing teacher capacity while participating in job embedded professional learning with their students. Teachers will have opportunities for: participating in lesson studies observing model teaching/co-teaching providing small group support identifying priority strategies for computation at each grade level observing the consultant model the use of best instructional practices, Anchor Charts, Math Journals, and Talk Moves
1	19	13	Reading: Implement and monitor a dyslexia intervention program for students with disabilities to increase Student Achievement, Student Progress, and to Close the Achievement Gap.
1	20	2	Implement a SEAD approach focused on the 3 essential elements, designed to improve student success in school, college, career, military, and life by - Provide 4 weeks of SEAD lessons in Canvas for teachers to use in grades 6-12 across grade bands 6-8 and 9-12. Provide CASEL SElect explicit instruction curriculum for grades 6 & 7 Provide training and ongoing support Provide supplemental resources & materials Facilitate Family/Community Outreach Events Collaborate with Health & PE Collaborate with Core Content Directors to integrate SEAD Competencies into district Curriculum Guides
1	21	1	Principal's supervisors and coordinators will conduct weekly campus visits to observe campus instruction and will provide feedback to campus leadership.
1	21	2	Principal supervisors and coordinators will attend conferences and professional development in order to increase personal capacity.
1	22	1	Design a comprehensive curriculum plan with strategies and resources, aligned with SAISD's Literacy Plan, to meet the needs of Dual Language students

Goal	Objective	Strategy	Description
1	22	2	Provide secondary DL content teachers with class books and other digital and print sources in Spanish to supplement language acquisition
1	23	1	Establishing Plazas Comunitarias through the Mexican Consulate to provide courses so that parents/families are able to complete Primaria (K-6), Secundaria (7-9) and pursue other coursework (ESL, GED, Computer Literacy, Citizenship, certifications, etc. via a partnership with the SAISD Adult and Community Education Department
2	2	2	Improve the content and pedagogical knowledge of Administrative and PK teaching / support staff by: <ul style="list-style-type: none"> * Developing highly effective administrative and teaching staff that implement high quality PK programs. * Providing professional learning opportunities to build capacity of administrators, teaching staff, and support staff to implement a high quality PK program. * Ensuring that Early Learning Workforce (ECE Teachers, ECE Instructional Assistants, ECE Dept. Staff, etc. meets criteria and qualifications for a high quality PK programs * Implementing ongoing internal / external monitoring systems to adjust and refine support services that address student needs * Offering effective, high quality professional learning opportunities that build intellectual capacity and are connected to student needs. * ECE Teachers and ECE Instructional Assistants will participate in: <ul style="list-style-type: none"> * New Teacher Orientation, Curriculum Day, BOY ECE IA Training, ECE IA Training Series, ECE Assessment / Data Analysis Training, CLASS Training, ECE Action Research / Professional Learning Networks, EPIC Saturdays, PDPJs, Head Start training series, etc. * Coaching / Mentoring * Ensuring that ECE teachers and IAs receive ongoing student-centered coaching support and mentoring opportunities. * Administrator Professional Development * Providing high quality, ECE-specific professional learning opportunities for: <ul style="list-style-type: none"> * # Campus admin staff (Principals and Head Start Instructional Coaches) to include, but not limited to: July Leadership Summit, Instructional Leadership Academy, TAEYC, PreK4SA Early Leadership Series, EPIC Saturdays, CoSA Head Start Strategic Planning, CoSA Head Start Quarterly Data Review Sessions, etc. * # ECE Dept. Staff (Director / Specialists / Coordinators / Compliance Monitors / Paraprofessionals) participation in district, local, state and national professional development (as deemed appropriate) and deliver ongoing high quality professional development including, but not limited to, NAEYC, TAEYC, CoSA Head Start training series, CGCS, EPIC Saturdays, Region 20 Early Childhood Meetings / PD, etc. * Leading Continuous Improvement * Routinely monitoring progress towards increasing positive child outcomes and the quality of the PK program. * Assisting campuses with making program adjustments throughout the school year based on monitoring and feedback.
3	1	1	HB3 Texas Reading Academy - Increase student achievement through developing teacher content and pedagogical knowledge in literacy instruction grounded on the Science of Teaching Reading Teachers will be supported in: providing K-3 teachers, principals, assistant principals, instructional coaches, dyslexia teachers, and special education teachers professional development centered around the HB3 Reading Academies as mandated by TEA continuous communication and support for all participants will take place via department memos, cohort leaders' Canvas communication, Reading Academies Newsletter, office hours, and synchronous sessions for each module.
4	1	1	The CIA department will bring in national speakers to present best practices for reading, SEL, vocabulary development, and oral language.
4	2	1	(DLBEM) Monitor compliance of LPAC state requirements in order to provide necessary supports to English Learners for academic success: Provide continuous training and onsite support virtually and face to face to all LPAC campus coordinators throughout the school year. Update, monitor, and refine digital LPAC platform to support state-required documentation. Provide procedural documents and a comprehensive guide to compliance to increase understanding and improve decisions for students.
4	2	2	Monitor and support LPAC coordinators by providing quarterly compliance team reviews to ensure: initial identification of ELs 9 week monitoring of monitored and current EL students for failures - State Assessment Decisions including language of assessment and designated supports - End of year annual reviews - Ensure Edugence data is accurate and consistent. - Title III Conference-registration for team-virtual - Texas Assessment Conference

Goal	Objective	Strategy	Description
4	2	3	Build a workforce that is highly-qualified, appropriately certified Dual Language and ESL teachers by: Analyzing campus teacher certifications for bilingual/ESL positions Collaborating with HR and Talent Management in hiring bilingual/ESL certified teachers Ensuring clear, prompt communication and establish checkpoints to verify requirement progress. Providing bilingual preparation course for BTLPT course (#190) Providing bilingual preparation course for Bilingual Supplemental (#164) Monitoring teacher progress towards bilingual and ESL certification in collaboration with Talent Management and Human Resources using consistent communication and support for teachers.
4	3	1	Monitor compliance of LPAC state requirements in order to provide necessary supports to English Learners for academic success: Provide continuous training and onsite support virtually and face to face to all LPAC campus coordinators throughout the school year. Update, monitor, and refine digital LPAC platform to support state-required documentation. Provide procedural documents and a comprehensive guide to compliance to increase understanding and improve decisions for students.
4	3	2	Monitor and support LPAC coordinators by providing quarterly compliance team reviews to ensure: initial identification of ELs 9 week monitoring of monitored and current EL students for failures - State Assessment Decisions including the language of assessment and designated supports - End of year annual reviews - Ensure Edugence data is accurate and consistent. - Title III Conference-registration for team-virtual - Texas Assessment Conference
4	3	3	Build a workforce that is highly qualified, appropriately certified Dual Language and ESL teachers by: Analyzing campus teacher certifications for bilingual/ESL positions Collaborating with HR and Talent Management in hiring bilingual/ESL certified teachers Ensuring clear, prompt communication and establish checkpoints to verify requirement progress. Providing bilingual preparation course for BTLPT course (#190) Providing bilingual preparation course for Bilingual Supplemental (#164) Monitoring teacher progress towards bilingual and ESL certification in collaboration with Talent Management and Human Resources using consistent communication and support for teachers.
4	5	2	Support the offering of the High School U.S. History course to 8th grade students in order to create access to high school credits at any additional middle school and academy campuses offering the course by: Providing instructional resources including Mastering the TEKS in US History Since 1877 books from Jarrett Publishing, Mapping U.S. Kits from Nystrom, and Mini-Qs in U.S. History Vol. 1 from the DBQ Project Facilitating Professional Learning Network Sessions for U.S. History and provide ongoing support for the implementation of the TEKS.
5	1	1	(FSS) - Training will be provided to all campus POCs to support the identification and services to students in homeless situations.
5	1	4	(ONLINE LEARNING) Prevention strategies for learning loss by: Providing computer-based curriculum to recover credit, protect failing grades, supplement, enhance and improve student academics Providing intensive instructional support through grade repair and accelerations for students who did not meet standards and who have failed the 9-week cycle TIF Grad coaches will develop, implement, analyze and monitor an academic plan for at-risk student to receive appropriate diploma Online curriculum users will receive a minimum of 3 hours of professional development or continuing education courses on the LMS Development opportunities that engage staff in the effective use of online platforms to improve their own productivity and improve student achievement.
5	1	5	(ONLINE LEARNING) Through increased student involvement in intervention programs (Afterschool tutoring, Twilight School, Saturday School) on Low Performing standards on EOC exams and student expectations (DC/DE/AP) we will close the gap of instruction missed during the 2019-2021 school years and increase academic performance in all areas.
5	1	6	(Online Learning) Partner Students will experience content-deepening through field experiences

Goal	Objective	Strategy	Description
9	1	1	Increase support for students' academic, career, personal and social abilities by: Develop and define the roles and responsibilities of a school counselor that align with the American School Counseling Association (ASCA), Texas Counselor Association (TCA), and TEA using the Texas Model for Comprehensive School Counseling Programs (5th Edition) and through the development of the SAISD School Counseling Framework (TEC SS33.003-33.007) Meet individually with high school counselors to discuss the importance of roles and responsibilities and advocacy for the counselor profession Conduct senior credit audits to ensure senior class is on target for graduation Develop SAISD school counselor curriculum aligned with The Texas Comprehensive School Counseling Program (5th Edition) With key stakeholders, evaluate recommended compliance percentages per the four counseling components in alignment with state of Texas requirements: Guidance Curriculum = 35% Individual Planning = 15% Responsive Services = 30% System Support = 20% Postsecondary campus teams will meet weekly to align campus/district goals and pacing chart
9	1	2	Build capacity for internal communication, rapid-cycle improvement, and college advising across all stakeholders across all grade levels: Create a professional learning plan by supporting "Leadership Skills" in All Counselors: Leverage existing monthly counselor meetings to hold leadership and management skills workshops Provide an opportunity for counselors to present during counseling meetings and professional development on best practices/strategies Collaboration with SAISD Departments to ensure alignment with campus goals and district initiatives: Advanced Academics and Postsecondary, CTE, Curriculum and Instruction, Dual Language, ESL and Migrant, SEAD and Office of Access and Enrollment, PEIMS and Research and Evaluation Collaboration with Learning and Compliance Support Services Department to ensure all counselors are well informed with district (policy and procedures) and state mandates (House Bills, Senate Bills)
9	2	1	The district will support the implementation of the AVID Elective and AVID Elementary at 29 campuses (Herff, Hot Wells, Davis, St. Phillip's ECHS, Pershing) by: Purchasing access to the AVID Curriculum through the AVID Contract Monitoring the implementation of the AVID Elective and AVID Elementary curriculum to include WICOR strategies and the AVID Elective Weeks at a Glance and Tutorials Supporting campuses in completing required AVID Center data such as the Coaching and Certification Instrument (CCI) and site data Analyzing the effectiveness of AVID through campus data reports on STAAR/EOC, ACT/SAT/PSAT, course of rigor, college application/acceptance rate, and attendance
9	2	2	Provide access to AVID professional learning for AVID Elective, AVID Excel, and AVID Site Team Members through the following: AVID Summer Institute or DXP (Summer/Fall) SAISD AVID Mini-tute (Summer) AVID Center Workshops (Fall/Spring) EPIC and other district events Campus-based professional learning
9	2	3	Recruitment, hiring and training of college AVID Tutors for AVID National Demo Sites (Whittier, Longfellow, Jefferson, and YWLA) Recruit, hire, train and retain college tutors for the effective implementation of the tutorial process To maintain the highest standard of AVID implementation, the CCI measures the number of college tutors needed as a minimum of one college tutor per AVID class. Coordinate with campus secretary to submit tutor payroll Recruit and train volunteer college tutors, cross-age or peer tutors in the AVID methodologies that support the tutorial process in the AVID elective and AVID Excel Elective.
10	2	1	(FSS) Access tuition and fee waiver confirmation for 90% of graduating students identified in substitute care by December 2021. - Hyper-monitoring the students as identified through the school year. - Students will be contacted weekly.

Goal	Objective	Strategy	Description
10	2	2	<p>(POSTSEC) Increase college awareness for students by: Utilizing college and career planning platform, SchoolLinks, for students to track progress towards college readiness activities that improve awareness of postsecondary pathways Collaborating with CTE to add industry partners to SchoolLinks and requesting that they upload career FAQs videos Collaborating with SAISD Alumni Nation to add mentors and alumni to SchoolLinks to talk about their aspirations and accomplishments Deploying In-State Tours that maximize existing Preview Days hosted by higher education institutions depending on trends in SAISD alumni enrollment and interest from past graduates Coordinating Out-of-State Tours for high achieving juniors to out-of-state, high graduation rate, high affordability, and/or test-optional colleges Offering professional learning opportunities for staff beyond counselors and advisors on Vital Advising Behaviors, SchoolLinks, College Visits Logistics, etc. during EPIC Saturdays or as monthly webinar series for staff Participating in at least five Family Power Hour workshops around postsecondary success Sending timely postcards that touch on topics like FAFSA, SchoolLinks, senior year checklists, etc.</p>

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Support district and campus leadership capacity in the development of their improvement plans by conducting professional development on the critical components of the comprehensive needs assessment and improvement plan; creating a feedback cycle and timeline for review; providing ongoing training opportunities throughout the school year focused on developing, revising, and monitoring the improvement plans; and maintain procedures and forms on the SAISD SharePoint.
1	2	3	To keep abreast of improvement planning systems and best practices, the SIFSP team will be provided professional development opportunities.
1	2	4	Program staff will provide onsite campus support in the areas of school improvement and federal compliance.
1	2	5	In order to ensure integration of the ESF framework into CIPS and fidelity to strategies, the SIFSP Team will work with Cohort Wicker by - Every member of the SIFP team will join one CLT within the Wicker CoHort of schools. - Conduct professional development for all campus leadership teams (CLTs) on the ESF systems and processes. Utilize funds to support the principal cohort - Work with all campuses to ensure that 100% of their At-Risk students have been identified - Facilitate POP Walks to provide campuses and campus leaders feedback on the integration levels of the TIP
1	4	2	Create an onboarding process for district and campus-based digital purchases. Document onboarding processes as part of the EdTech/ExDay Handbook, Manual and Resources Spreadsheet (under construction/revision) Update the Instructional Resource Catalogs to inform campuses and departments of proper software purchase and onboarding processes Provide access to Analytics for campus and district-level administrators to inform future digital resource purchases Provide usage reports to campus and department administrators at the end of each grading period to inform them of digital resource usage Diagnose issues and troubleshoot student, teacher, and administrator access to digital resources
1	4	3	Provide consistent and accurate information on system availability and use of Single Sign-on by - Informing staff, parents, and students of available digital resources. Maintain the district Instructional Resource Catalog, including Software Approval Process and Onboarding information Maintain and expand the EdTech/ExDay SSO Support website with program documentation, self-service support, new resources available, and cross-promotion. Provide cross-department graphic design support for Digital Learning Playground and projects as needed. Create asynchronous professional learning sessions, including videos and PDF reference materials for Performance Matters How to Onboard Applications Using Analytics for Teachers Using Analytics for Administrators Using Teacher and Student Backpack Generating and Using QuickCards Support continued transition and updating for Academic Websites.

Goal	Objective	Strategy	Description
1	5	1	Provide a robust selection of technology-based (TA:-TEKS) professional development aligned to the Digital Learning Plan and Future-Ready Pathways for directors, instructional coaches, specialists, district coordinators, librarians, teachers, clerical and staff through the following: Provide training via Tech Tuesdays, SMART Wednesdays, Night School Thursdays, Ready Tech Go Conference, Lunch and Learn's, EPIC Saturdays, PD in PJ's, SEAD Conference, Instructional Leadership Academy, Clerical Academy, ECE, etc. Refine and build additional courses for SAISD Future-Ready PD ePortal for asynchronous learning to support teachers with blended learning readiness and software initiatives (Canvas, Swivl, SMART, etc.) Create and host a playlist of short instructional videos on the Ed Tech YouTube Channel (Awesome Table) demonstrating high impact technology integration tips, tricks and practices Conduct a Future Ready teacher survey to establish teacher baseline data for technology integration and measure growth districtwide in 2021-22 Provide support and professional development to the Verizon Innovative Learning campuses Coordinators and Ed Tech IS's will collaborate with campuses to plan and provide Future-Ready personalized campus-based professional development Cultivate professional network, skillset, knowledge and awareness of current trends to positively impact districtwide PD by attending professional learning conferences, coursework, institutes, joining personal learning networks, self-study courses, and specialized workshops Represent SAISD by presenting at local, state and national conferences or by submitting a blog or article to educational technology websites/organizations.
1	5	2	Ensure a comprehensive plan that supports viable processes for policies, procedures, communication, marketing, and productivity. Participate in the development of districtwide standardization of technology devices Ensuring that district administrative procedures are updated to reflect appropriate use of communication technologies (AP F-26) Establish an Ed Tech onboarding & sustainability procedure (legacy document) Collaborate with campuses to implement consistent visits and feedback to support growth on Future Ready plans Purchase of updated equipment to support program coordination. Continue support and updating of the Ed Tech website Create and implement a comprehensive marketing plan to include email newsletters, announcements, flyers, banners, advertising to Canvas, and Social Media Publishing notifications to administrative and instructional teams via memo packets on technology initiatives and policy changes.
1	5	3	Establish Creation Stations at the campus libraries so students or classrooms can use these stations for animation, film, illustration, and podcast projects.
1	6	1	Implement a robust after school program that ensures the scorecard metrics and is aligned to district initiatives and curricular programming: Providers can implement a digital attendance system to monitor attendance for the City of San Antonio Contract Monitoring Report and Average Daily Attendance. (Kids Care Center and Parent Portal) Provide ongoing certified teacher support in the regular after school program to focus on reading and homework 2 days per week in tested grade levels (38 weeks of instruction) Implement a district common after school curriculum Homework Help (COSA) for students with assignments and digital resources for students without assignments. Implement aligned reading activities to extend the district's reading pacing calendar (YAG) and cross-departmental offerings (Library Reading Focus) during after-school hours. Increase students' access to reading collections in both print and digital that include English and Spanish for pleasure reading, After School Book Club, Lightsail, Tumblebooks, SORA, Comics Plus, etc. Collaborate with librarians and campus teachers to support literacy activities after school. Provide onboarding workshops for all after-school instructional staff beginning and throughout the 2021-2022 school year. Extended Day Program (EDP) staff will model best practices with literacy, STEAM, and technology strategies with small groups during site visits.

Goal	Objective	Strategy	Description
1	6	3	Establish and facilitate a new bid for the RFP#16-030, SAISD Extended Day Program, and the RFP# 19-031, "21st Century Learning Afterschool Centers on Education (ACE) Use the Extended Day Program - Readiness Safety Action Protocols for COVID -19, and monitor the SAISD after school sites to ensure that staff and students are following the safety practices Monitor the SAISD after school program and maintain an Extended Day Program - Critical Incident Log capturing all incidents and communicate with campus administration Deploy an Administrative Procedure on SEDP to outline expected practices to promote program achievement Implement a standardization of practices and protocols through a SEDP Handbook, Website, and resources Provide safety & PPE supplies and in-person updates for COSA registration Implement an evaluation system using the scope of work scorecard with daily monitoring Implement a digital repository of systems of support including, but not limited to, calendars, timelines, attendance, financials, resources and After School Provider reports such as Program Income Report (Sliding Scale Fees due to COSA) Establish a process handbook for COSA report requirements and deliverables using the SMART Sheet system Facilitate early negotiation of COSA agreements and budgets Provide parent communication of available resources for home use Provide program site-based coordination and oversight Implement an online attendance system for improved analytics
1	7	2	Provide print and digital collections for K-12 to support gaps as noted in audited resources and increase cultural diversity (Due to COVID-19 collections may be primarily purchased e-collections at the district level.) Implement standardizations on collection development for campus and district purchases that meet identified programming needs and diversity, i.e., dual language Spanish authentic text, STEAM, and PBL. (Due to COVID-19 collections may be primarily purchased e-collections at the district level.) Implement databases to support K-12 and CCMR and programs for special populations Provide curated collections for new units or new campuses (i.e., 2021-22 Hot Wells MS, CAST Med, YMLA, etc.) Conduct collection inventory for textbooks and library resources using the EOY procedures for inventory checks, check-out procedures (tracking library resource usage), transfer of resources, and patrons in order to determine resource needs. Manage the San Antonio Public Library and Bibliotech library collection partnerships through registration drives and SSO access to students for digital collections Continue partnership with the San Antonio Public Library to access their digital collection via Sora Implement an adaptive reading program to improve literacy and reading for pleasure and increase Lexile growth measures Provide professional development for teachers, librarians and instructional coaches (virtual and face-to-face) EPIC Saturday Librarian PLN PD in PJs LightSail Quick Guide Provide communication literature for families on continued use after hours Implement a leaderboard to showcase minutes read by school. Imagine Learning
1	7	3	Facilitate teacher digital librarians serving as the trainer-of-trainers of district-wide technology programs such as Google, Canvas and other digital productivity tools and resources Provide technology integration and lesson-planning according to the Texas School Library Standards Align professional development to Future-Ready pathways and ISTE standards Offer library high interest professional development in district EPIC Saturdays, PD in PJs, Ready-Tech-Go Conference, etc. Create a Canvas Course for librarians and library instructional assistants to provide comprehensive programming resources and personalized professional development Establish a leadership pathway for librarians to create and implement rigorous and aligned lessons that support library programming. Establish a technology and curriculum pathway for library instructional assistants to support the library standards and campus goals.
1	7	4	Develop and execute library programming for children and families to create home libraries. Grant facilitator and coordinator will implement training opportunities for librarian staff and teachers. Provide print and digital resources and collections for K-12 to standardize library collections. Replace outdated materials in K-12 libraries--market programming to the SAISD community.

Goal	Objective	Strategy	Description
1	8	1	Ensure timely procurement of resources: Refine the Budgetary Documentation and Record-Keeping Digital Process Implement an online TIMA purchasing process Conduct projections, procurements, purchases, and dissemination of all TIMA- funded purchases (adopted and supplemental materials) Ensure that all digital resources can be supported through the district's technology infrastructure Process course conventions by re-alignment to existing resources Maintain a tracking system of all adopted and supplemental purchases with contract renewals and expirations Provide accounting records and TEA approvals Ensure that appropriate RFPs, RFI, bids, and governance (administrative procedures) is updated and prepared to facilitate use of TIMA funding for instructional materials Ensure that departments have the materials request forms to create orders and deliveries Ensure that all out-of- adoption materials are removed from various areas around the district Establish a preliminary TIMA budget Develop board agenda items for supplemental resources, buybacks/disposals, and approval on TEKS alignment Ensure all BIDS, RFPS, and Board Agenda items are processed in a timely manner to ensure the purchase of instructional and digital resources.
1	8	2	Ensure all record keeping and disposal of all TIMA- purchased resources by: Implement a Resource Management System to maintain inventory controls Ensure all resources are barcoded and processed by local personnel Provide BOY, MOY, and EOY procedures for inventory checks, transfer of resources, issuance, and return of Instructional Materials Provide updates on resources ordered to campus staff Coordinate the removal of Surplus and Out of Adoption Materials to be sold or recycled Update TIMA manual Provide district-wide support and help for instructional materials (books, library, etc) for campuses in transition and the SAISD Bond Improvements Ensure that TIMA Department maintains informed on all state legislative changes that impact textbook adoptions and the purchase of supplemental resources by attending the state conference
1	8	3	Ensure timely delivery and pick-up of surplus and shortages by: Provide courier services Establish pick-up and delivery routes Manage the online textbook ordering system Formulate a plan for seasonal increased support services Maintain district vehicles according to maintenance recommendations in transportation policies and procedures Maintain the SAISD Warehouse
1	8	4	Ensure that all TIMA-funded instructional materials are ready for checkout/launch by teachers and students to implement the district curriculum and dual credit courses. Update records on district-aligned, TIMA-funded instructional materials, expirations, and associated costs Collaborate with academic departments to set priorities for primary/supplemental materials purchases for the new school year Act in an advisory capacity to the procurement and deployment of Instructional Materials and Textbook Adoptions Maintain accurate EMAT records to determine current or future TIMA-funded materials Maintain stakeholders informed on new TEA guidelines on access to open-source instructional materials Coordinate with Bilingual and Special Education Departments on specific needs for dual language or assistive technology resources for students
1	9	1	Establish a customizable plan for K-6 schools to provide extracurricular STEM programming via after school clubs in robotics, gardening, coding, STEAM, filmmaking, maker spaces, etc. Based on campus interest, create a STEM Exploration Plan to include teacher recruitment, resources, metrics, budget, implementation, sustainability, and professional learning. Develop a marketing plan to raise awareness of STEM progression and opportunities for campuses. Conduct ongoing SAISD STEM Teacher Collaborative meetings once a month and include an incentive program for teachers engaged in STEM implementation. Provide access to the district-wide STEM teacher network. Provide communication on STEM career pathways, STEM events and resources, and promotion of district STEM activities via Websites, Twitter, and Facebook. Provide contact and coordination support with the Extended Learning Program.
1	9	2	Work with curriculum and instruction to integrate STEM into district curriculum available for campuses who wish to progress to the introductory level of STEM implementation. Establish a customizable plan for K-6 schools to integrate TEKS-aligned STEM instruction anchored in content. Based on campus interest, complete a campus STEM Introduction Plan to include teacher recruitment, budget, implementation, resources, sustainability, and professional learning

Goal	Objective	Strategy	Description
1	9	3	Provide STEM Introduction through the integration of STEM experiences that are cross-curricular within each grade and embedded in content: Establish a custom plan for Hot Wells and Poe Middle School's STEM Dual-Language program and Carvajal Elementary to integrate STEM experiences that are cross-curricular within each grade and embedded in content to include budget, implementation, sustainability, and professional learning. Provide guidance and support in procuring an interdisciplinary STEM curriculum. Support campuses in the establishment and maintenance of makerspaces and innovative labs. Coordinate with the Science Department to facilitate the STEM component of the district-wide Elementary Science Fair. Support STEM Partial Immersion schools in the exhibition of student projects. Coordinate the facilitation of STEM experts for exhibitions and interactive activities.
1	10	1	Increase district-wide Character Education activities and lessons to include peer mediation programs that align with TX HB1026 - Relating to instruction and positive character traits in public schools - Collaboration with SEAD and Health & PE for alignment and continuity - Provide professional development to counselors through Peer Mediation Program materials. Trinity University Interns to support Guidance Curriculum pertaining to SB 179 - Data analysis on guidance lessons provided through Character Education and peer mediation program materials.
1	10	2	Increase support for students' academic, career, personal and social abilities: Utilize district needs assessment data (student, parent, and teacher) to develop campus-specific guidance curriculum/lessons; Engage stakeholders, particularly administrators, counselors, teachers, parents, and internal departments, in the development of clearly articulated curriculum resources Deploy SAISD Counseling YAG: year -at-a- glance; Align with TEA 5th Edition - best practice for time distribution within the four components: Guidance Curriculum = 35%, Individual Planning = 15%, Responsive Services = 30%, System Support = 20%
1	11	1	Provide high-quality professional development to counselors to support students' academic, career, personal and social abilities.
1	11	2	Ensure counselors are provided updated training and resources to meet state and federal compliance policies (TEC SS33.006)
1	12	1	Increase number of EL parent representatives serving on LPAC committees across the district by: Actively recruiting parents at district Dual Language parent advisory events. - Providing district training to increase understanding of parent role in LPAC.
1	12	2	Support LPAC coordinators and data clerks in accurate programmatic coding for dual language and ESL programs by: Collaborate with PEIMS department at the beginning of the year training for data clerks on dual language/ESL coding in Frontline. Develop a step-by-step process to check programmatic coding. Provide 2 additional self-paced pieces of training geared for campus data clerks. Provide joint training opportunities for the LPAC coordinator and data clerk at the beginning of the year to review EL rosters and programmatic coding. Provide weekly office hours with district data specialists for campus data clerks. Provide campus teacher bilingual and ESL certification reports
1	13	1	Provide external providers such as Lead4ward to conduct training and provide supporting materials to district and campus staff to align instructional practices around researched-based strategies for student success.

Goal	Objective	Strategy	Description
1	15	1	<p>Ensure that stakeholders are aware of and have opportunities to be involved in the district GATE community and array of services provided to GATE identified students by: Hosting campus based parent informational meetings Hosting district level parent informational meetings Developing and maintaining a parent support group Implementing book studies/learning opportunities for parents Developing/conducting a "welcome to GATE" event Developing/conducting a parent conference Updating handbooks and online information Creating and maintaining an advisory committee comprised of all stakeholders (administrators, teachers, parents, students, community members) that reviews district GATE services and advises on the development of new services Developing family enrichment events (i.e., game night, STEM night) Hosting campus and/or district GATE showcases Ensure that stakeholders have opportunities to provide feedback and input on the development and implementation of GATE services by: Developing and maintaining a parent advocacy group Developing and maintaining an advisory committee comprised of all stakeholders (administrators, teachers, parents, students, community members) that reviews district GATE services and advises on the development of new services Seeking input from stakeholders through feedback forms during district events Ensure that stakeholders are aware of and have integrated opportunities to be involved in the array of services provided to GATE identified students, particularly those identified in the visual arts and leadership, through: Campus based parent informational meetings to be coordinated with regular G/T Updated handbooks and online information Student showcases Developing and implementing a talent showcase and student conference specific to Leadership and Visual Arts</p>
1	19	1	<p>(ALL CIA) Increase student achievement and ensure all students are prepared for college, career, and military readiness through rigorous curriculum by: involving stakeholders, particularly teachers, in the development of clearly articulated curriculum resources, including a scope and sequence and units of study; aligning monolingual and bilingual curriculum to ensure coherence throughout each campus and in each grade level; collaborating across program areas for alignment and continuity, including Bilingual/Dual Language, Special Education, Career and Technical Education, Fine Arts, 21st Century Learning, Advanced Academics, Health/Physical Education, Multi-Tiered Systems of Support, and Early Childhood; ensuring fidelity to the curriculum framework through the managed foundation, incorporating feedback mechanisms for resource refinement, including support for implementation through ongoing professional development; codifying the philosophy, purpose, and process in a legacy document to communicate the expectations for curriculum development in SAISD; and providing professional learning for development and use of curriculum to curriculum writers, campus personnel, and principals.</p>
1	19	2	<p>(ALL CIA) Increase student achievement and rigorous, student-centered instruction aligned to the instructional frameworks by: aligning resources to the instructional frameworks and curriculum for direction on implementation; implementing professional learning networks to increase collective teacher efficacy; modeling and supporting the implementation of student learning strategies for engagement, including ESL, SEL, small-groups, differentiation, technology integration, intervention, and enrichment; implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue; supporting the use of a sheltered instruction framework that makes content comprehensible for ELs at varying language proficiency levels; supporting the use of instructional models that promote language development, collaboration, and culturally relevant pedagogy; incorporating writing-to-learn strategies for across the content areas, such as quick writes and quick write summaries; incorporating interdisciplinary learning approaches including STEM, STEAM, project-based learning, and arts integration. increasing access to high-quality professional learning through Professional Learning Networks, after school trainings, EPIC Saturdays, PD in PJs, and partnerships with leading professional development organizations; and offering professional learning aligned to program goals for tier 1 instruction utilizing multiple modalities such as face to face, webinar, online, and self-paced.</p>

Goal	Objective	Strategy	Description
1	19	3	(ALL CIA) Transform human capital management and internal opportunities for career advancement through the development of leadership academies to develop instructional leaders by: identifying internal candidates for leadership academies and subsequently, leadership positions; developing a Teacher Leader Academy and an Academics Leadership Academy; collaborating with district and school leaders to develop relevant learning experiences based on individual participant career aspirations; engaging participants in a long-term capstone project targeting areas aligned to school improvement; and collaborating with Talent Management to prioritize candidates in hiring opportunities for leadership positions. developing a New Instructional Coach Mentorship Program that provides onboarding, cultivates a positive culture and understanding around Student-Centered Coaching Model, and assists in developmental needs of individual coaches based on designated goals.
1	19	4	(ALL CIA) Increase student achievement through collaboration and learning by: participating and presenting in regional, state, and national conferences that promote transformative practices in urban education; engaging in reflection with job-alike professionals around current problems of practice and potential solutions; and collaborating with educational figures who have found innovative ways of furthering content, pedagogy, school improvement, and student achievement.
1	19	5	(ALL CIA) Collaboratively develop formative and performance-based assessments to provide feedback on mastery of standards; Utilize protocols that leverage student data for instructional improvement, particularly student work; Create assessment practices that encourage reflection and the development of assessment-capable learners; and Codify the philosophy, purpose, and process in a legacy document to communicate the expectations for curriculum development in SAISD
1	19	6	(MATH/Science) Improve student achievement and fill gaps in student learning to ensure attainment of the foundational curriculum by: using Imagine Learning and iStation, an adaptive online curriculum, that supports student learning and responds to actions and decisions, available in English and Spanish; Using Sirius Education Solutions instructional materials Secondary Math utilizing Mentoring Math, AVID Center, Lead4Ward online and printed materials, and StepUp materials. providing ongoing professional learning to onboard new teachers and support effective implementation for all teachers, including monthly monitoring of student progress; providing professional learning on the effective implementation of a blending learning approach in the classroom; and monitoring student and teacher use for fidelity to the program. Creating a summer bridge program for science and math
1	19	7	(Science) Teacher Professional Development Increase student achievement and rigorous, student-centered instruction aligned to the instructional frameworks by: aligning resources to the instructional frameworks and curriculum for direction on implementation; implementing professional learning networks to increase collective teacher efficacy; modeling and supporting the implementation of student learning strategies for engagement, including ESL, SEL, small-groups, differentiation, technology integration, intervention, and enrichment; implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue; supporting the use of a sheltered instruction framework that makes content comprehensible for ELs at varying language proficiency levels; supporting the use of instructional models that promote language development, collaboration, and culturally relevant pedagogy; incorporating writing-to-learn strategies for across the content areas, such as quick writes and quick write summaries; incorporating interdisciplinary learning approaches including STEM, STEAM, project-based learning, and arts integration. increasing access to high-quality professional learning through Professional Learning Networks, after school trainings, EPIC Saturdays, PD in PJs, and partnerships with leading professional development organizations; and offering professional learning aligned to program goals for tier 1 instruction utilizing multiple modalities such as face to face, webinar, online, and self-paced.
1	19	8	(Science) Tier II Resources Ensure all students have access to high quality Tier II instructional resources aligned to the SAISD Science Frameworks by: Purchasing Explore Learning Gizmos, online interactive simulations & virtual labs, for teachers grades 3 - 12.

Goal	Objective	Strategy	Description
1	19	9	(Science) Provide enrichment opportunities in Science for all students by conducting a district-wide Science and STEM Fair. Science and STEM Fair Provide enrichment opportunities in Science for students by: Establishing a district wide elementary science fair where students will demonstrate scientific literacy by applying learned skills and critical thinking to real-world problems Establishing a district wide secondary science fair where students will demonstrate scientific literacy by applying learned skills and critical thinking to real-world problems Create marketing materials in order to recruit participation in district science fairs Recruit community science leaders to judge the events.
1	19	10	(ELE ELAR) Increase student achievement and rigorous, student-centered instruction aligned to the instructional frameworks by offering professional learning aligned to the District Literacy Plan for tier 1 instruction utilizing multiple modalities such as face to face, webinar, online, and self-paced; and providing all K-2 teachers a supplemental Phonological Awareness resource in English; and providing professional learning opportunities for test prep, including but not limited to PLNs, after school specials, and webinars to support the implementation of preparatory assessment resources.
1	19	11	(SEC ELAR) Ensure all students have access to high-quality instructional resources aligned to the SAISD Secondary R-LA Frameworks, such as Newsela, NoRedInk, Actively Learn, and Patterns of Power to create culturally responsive rigorous learning opportunities. Purchasing NewsELA: aligned texts for grades 6-English IV and tools for instruction and small group instruction, plus PD \$240,000 Purchasing NoRedInk: aligned process writing and revising and editing practice for grades 6, 7, 8, English I-II, plus PD \$211,271 Actively Learn: aligned texts for English I-English IV and tools for instruction and small group instruction, plus PD \$491,106 (TIMA) Purchasing Patterns of Power, Grades 6-8 Resource Create a book list in partnership with teachers, students, and Library Media Services to include: Culturally-responsive texts for SAISD students Texts with grade-appropriate complexity Creating resources aligned to TSI 2.0 and offer professional development to teachers Canvas course with lessons aligned by strand Google Folder of lessons aligned by strand ThinkUp! Mentoring Minds STAAR Prep Materials for grades 6-8 Middle School and academies
1	19	12	Increase student achievement by providing targeted, instructional support in grades K-5 from Associates for Educational Success (AES) consultants to a cohort of campuses. Improve student achievement by increasing teacher capacity while participating in job embedded professional learning with their students. Teachers will have opportunities for: participating in lesson studies observing model teaching/co-teaching providing small group support identifying priority strategies for computation at each grade level observing the consultant model the use of best instructional practices, Anchor Charts, Math Journals, and Talk Moves
1	19	13	Reading: Implement and monitor a dyslexia intervention program for students with disabilities to increase Student Achievement, Student Progress, and to Close the Achievement Gap.
1	20	2	Implement a SEAD approach focused on the 3 essential elements, designed to improve student success in school, college, career, military, and life by - Provide 4 weeks of SEAD lessons in Canvas for teachers to use in grades 6-12 across grade bands 6-8 and 9-12. Provide CASEL SElect explicit instruction curriculum for grades 6 & 7 Provide training and ongoing support Provide supplemental resources & materials Facilitate Family/Community Outreach Events Collaborate with Health & PE Collaborate with Core Content Directors to integrate SEAD Competencies into district Curriculum Guides
1	21	1	Principal's supervisors and coordinators will conduct weekly campus visits to observe campus instruction and will provide feedback to campus leadership.
1	21	2	Principal supervisors and coordinators will attend conferences and professional development in order to increase personal capacity.
1	22	1	Design a comprehensive curriculum plan with strategies and resources, aligned with SAISD's Literacy Plan, to meet the needs of Dual Language students

Goal	Objective	Strategy	Description
1	22	2	Provide secondary DL content teachers with class books and other digital and print sources in Spanish to supplement language acquisition
1	22	3	Develop and monitor systems for district Dual Language implementation for all stakeholders and create growth and engagement opportunities for Dual Language stakeholders to increase their knowledge and understanding of program implementation with fidelity through high quality professional learning opportunities
1	23	1	Establishing Plazas Comunitarias through the Mexican Consulate to provide courses so that parents/families are able to complete Primaria (K-6), Secundaria (7-9) and pursue other coursework (ESL, GED, Computer Literacy, Citizenship, certifications, etc. via a partnership with the SAISD Adult and Community Education Department
2	2	2	Improve the content and pedagogical knowledge of Administrative and PK teaching / support staff by: ?* Developing highly effective administrative and teaching staff that implement high quality PK programs.?* Providing professional learning opportunities to build capacity of administrators, teaching staff, and support staff to implement a high quality PK program.?* Ensuring that Early Learning Workforce (ECE Teachers, ECE Instructional Assistants, ECE Dept. Staff, etc. meets criteria and qualifications for a high quality PK programs * Implementing ongoing internal / external monitoring systems to adjust and refine support services that address student needs * Offering effective, high quality professional learning opportunities that build intellectual capacity and are connected to student needs. ?ECE Teachers and ECE Instructional Assistants will participate in: ?New Teacher Orientation, Curriculum Day, BOY ECE IA Training, ECE IA Training Series, ECE Assessment / Data Analysis Training, CLASS Training, ECE Action Research / Professional Learning Networks, EPIC Saturdays, PDPJs, Head Start training series, etc. * Coaching / Mentoring * Ensuring that ECE teachers and IAs receive ongoing student-centered coaching support and mentoring opportunities.? * Administrator Professional Development * Providing high quality, ECE-specific professional learning opportunities for: ? # Campus admin staff (Principals and Head Start Instructional Coaches) to include, but not limited to: July Leadership Summit, Instructional Leadership Academy, TAEYC, PreK4SA Early Leadership Series, EPIC Saturdays, CoSA Head Start Strategic Planning, CoSA Head Start Quarterly Data Review Sessions, etc. # ECE Dept. Staff (Director / Specialists / Coordinators / Compliance Monitors / Paraprofessionals) participation in district, local, state and national professional development (as deemed appropriate) and deliver ongoing high quality professional development including, but not limited to, NAEYC, TAEYC, CoSA Head Start training series, CGCS, EPIC Saturdays, Region 20 Early Childhood Meetings / PD, etc. * Leading Continuous Improvement * Routinely monitoring progress towards increasing positive child outcomes and the quality of the PK program. * Assisting campuses with making program adjustments throughout the school year based on monitoring and feedback.
3	1	1	HB3 Texas Reading Academy - Increase student achievement through developing teacher content and pedagogical knowledge in literacy instruction grounded on the Science of Teaching Reading Teachers will be supported in: providing K-3 teachers, principals, assistant principals, instructional coaches, dyslexia teachers, and special education teachers professional development centered around the HB3 Reading Academies as mandated by TEA continuous communication and support for all participants will take place via department memos, cohort leaders' Canvas communication, Reading Academies Newsletter, office hours, and synchronous sessions for each module.
4	1	1	The CIA department will bring in national speakers to present best practices for reading, SEL, vocabulary development, and oral language.
4	2	1	(DLBEM) Monitor compliance of LPAC state requirements in order to provide necessary supports to English Learners for academic success: Provide continuous training and onsite support virtually and face to face to all LPAC campus coordinators throughout the school year. Update, monitor, and refine digital LPAC platform to support state-required documentation. Provide procedural documents and a comprehensive guide to compliance to increase understanding and improve decisions for students.

Goal	Objective	Strategy	Description
4	2	2	Monitor and support LPAC coordinators by providing quarterly compliance team reviews to ensure: initial identification of ELs 9 week monitoring of monitored and current EL students for failures - State Assessment Decisions including language of assessment and designated supports - End of year annual reviews - Ensure Edugence data is accurate and consistent. - Title III Conference-registration for team-virtual - Texas Assessment Conference
4	2	3	Build a workforce that is highly-qualified, appropriately certified Dual Language and ESL teachers by: Analyzing campus teacher certifications for bilingual/ESL positions Collaborating with HR and Talent Management in hiring bilingual/ESL certified teachers Ensuring clear, prompt communication and establish checkpoints to verify requirement progress. Providing bilingual preparation course for BTLPT course (#190) Providing bilingual preparation course for Bilingual Supplemental (#164) Monitoring teacher progress towards bilingual and ESL certification in collaboration with Talent Management and Human Resources using consistent communication and support for teachers.
4	3	1	Monitor compliance of LPAC state requirements in order to provide necessary supports to English Learners for academic success: Provide continuous training and onsite support virtually and face to face to all LPAC campus coordinators throughout the school year. Update, monitor, and refine digital LPAC platform to support state-required documentation. Provide procedural documents and a comprehensive guide to compliance to increase understanding and improve decisions for students.
4	3	2	Monitor and support LPAC coordinators by providing quarterly compliance team reviews to ensure: initial identification of ELs 9 week monitoring of monitored and current EL students for failures - State Assessment Decisions including the language of assessment and designated supports - End of year annual reviews - Ensure Edugence data is accurate and consistent. - Title III Conference-registration for team-virtual - Texas Assessment Conference
4	3	3	Build a workforce that is highly qualified, appropriately certified Dual Language and ESL teachers by: Analyzing campus teacher certifications for bilingual/ESL positions Collaborating with HR and Talent Management in hiring bilingual/ESL certified teachers Ensuring clear, prompt communication and establish checkpoints to verify requirement progress. Providing bilingual preparation course for BTLPT course (#190) Providing bilingual preparation course for Bilingual Supplemental (#164) Monitoring teacher progress towards bilingual and ESL certification in collaboration with Talent Management and Human Resources using consistent communication and support for teachers.
4	5	2	Support the offering of the High School U.S. History course to 8th grade students in order to create access to high school credits at any additional middle school and academy campuses offering the course by: Providing instructional resources including Mastering the TEKS in US History Since 1877 books from Jarrett Publishing, Mapping U.S. Kits from Nystrom, and Mini-Qs in U.S. History Vol. 1 from the DBQ Project Facilitating Professional Learning Network Sessions for U.S. History and provide ongoing support for the implementation of the TEKS.
5	1	1	(FSS) - Training will be provided to all campus POCs to support the identification and services to students in homeless situations.
5	1	4	(ONLINE LEARNING) Prevention strategies for learning loss by: Providing computer-based curriculum to recover credit, protect failing grades, supplement, enhance and improve student academics Providing intensive instructional support through grade repair and accelerations for students who did not meet standards and who have failed the 9-week cycle TIF Grad coaches will develop, implement, analyze and monitor an academic plan for at-risk student to receive appropriate diploma Online curriculum users will receive a minimum of 3 hours of professional development or continuing education courses on the LMS Development opportunities that engage staff in the effective use of online platforms to improve their own productivity and improve student achievement.

Goal	Objective	Strategy	Description
5	1	5	(ONLINE LEARNING) Through increased student involvement in intervention programs (Afterschool tutoring, Twilight School, Saturday School) on Low Performing standards on EOC exams and student expectations (DC/DE/AP) we will close the gap of instruction missed during the 2019-2021 school years and increase academic performance in all areas.
5	1	6	(Online Learning) Partner Students will experience content-deepening through field experiences
9	1	1	Increase support for students' academic, career, personal and social abilities by: Develop and define the roles and responsibilities of a school counselor that align with the American School Counseling Association (ASCA), Texas Counselor Association (TCA), and TEA using the Texas Model for Comprehensive School Counseling Programs (5th Edition) and through the development of the SAISD School Counseling Framework (TEC SS33.003-33.007) Meet individually with high school counselors to discuss the importance of roles and responsibilities and advocacy for the counselor profession Conduct senior credit audits to ensure senior class is on target for graduation Develop SAISD school counselor curriculum aligned with The Texas Comprehensive School Counseling Program (5th Edition) With key stakeholders, evaluate recommended compliance percentages per the four counseling components in alignment with state of Texas requirements: Guidance Curriculum = 35% Individual Planning = 15% Responsive Services = 30% System Support = 20% Postsecondary campus teams will meet weekly to align campus/district goals and pacing chart
9	1	2	Build capacity for internal communication, rapid-cycle improvement, and college advising across all stakeholders across all grade levels: Create a professional learning plan by supporting "Leadership Skills" in All Counselors: Leverage existing monthly counselor meetings to hold leadership and management skills workshops Provide an opportunity for counselors to present during counseling meetings and professional development on best practices/strategies Collaboration with SAISD Departments to ensure alignment with campus goals and district initiatives: Advanced Academics and Postsecondary, CTE, Curriculum and Instruction, Dual Language, ESL and Migrant, SEAD and Office of Access and Enrollment, PEIMS and Research and Evaluation Collaboration with Learning and Compliance Support Services Department to ensure all counselors are well informed with district (policy and procedures) and state mandates (House Bills, Senate Bills)
9	2	1	The district will support the implementation of the AVID Elective and AVID Elementary at 29 campuses (Herff, Hot Wells, Davis, St. Phillip's ECHS, Pershing) by: Purchasing access to the AVID Curriculum through the AVID Contract Monitoring the implementation of the AVID Elective and AVID Elementary curriculum to include WICOR strategies and the AVID Elective Weeks at a Glance and Tutorials Supporting campuses in completing required AVID Center data such as the Coaching and Certification Instrument (CCI) and site data Analyzing the effectiveness of AVID through campus data reports on STAAR/EOC, ACT/SAT/PSAT, course of rigor, college application/acceptance rate, and attendance
9	2	2	Provide access to AVID professional learning for AVID Elective, AVID Excel, and AVID Site Team Members through the following: AVID Summer Institute or DXP (Summer/Fall) SAISD AVID Mini-tute (Summer) AVID Center Workshops (Fall/Spring) EPIC and other district events Campus-based professional learning
9	2	3	Recruitment, hiring and training of college AVID Tutors for AVID National Demo Sites (Whittier, Longfellow, Jefferson, and YWLA) Recruit, hire, train and retain college tutors for the effective implementation of the tutorial process To maintain the highest standard of AVID implementation, the CCI measures the number of college tutors needed as a minimum of one college tutor per AVID class. Coordinate with campus secretary to submit tutor payroll Recruit and train volunteer college tutors, cross-age or peer tutors in the AVID methodologies that support the tutorial process in the AVID elective and AVID Excel Elective.
10	2	1	(FSS) Access tuition and fee waiver confirmation for 90% of graduating students identified in substitute care by December 2021. - Hyper-monitoring the students as identified through the school year. - Students will be contacted weekly.

Goal	Objective	Strategy	Description
10	2	2	(POSTSEC) Increase college awareness for students by: Utilizing college and career planning platform, SchoolLinks, for students to track progress towards college readiness activities that improve awareness of postsecondary pathways Collaborating with CTE to add industry partners to SchoolLinks and requesting that they upload career FAQs videos Collaborating with SAISD Alumni Nation to add mentors and alumni to SchoolLinks to talk about their aspirations and accomplishments Deploying In-State Tours that maximize existing Preview Days hosted by higher education institutions depending on trends in SAISD alumni enrollment and interest from past graduates Coordinating Out-of-State Tours for high achieving juniors to out-of-state, high graduation rate, high affordability, and/or test-optional colleges Offering professional learning opportunities for staff beyond counselors and advisors on Vital Advising Behaviors, SchoolLinks, College Visits Logistics, etc. during EPIC Saturdays or as monthly webinar series for staff Participating in at least five Family Power Hour workshops around postsecondary success Sending timely postcards that touch on topics like FAFSA, SchoolLinks, senior year checklists, etc.

Campus Funding Summary

163 - State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	1	Communication		\$300.00
1	12	1	Healthy Snacks		\$200.00
1	12	1	Supplies		\$616.00
1	22	5	Instructional materials and supplies (Summer Bridge)		\$13,312.00
1	22	5	Instructional materials and supplies (PK-K Summer School)		\$62,500.00
4	2	3	ESL Reimbursement		\$0.00
4	2	3	Bilingual Reimbursement		\$14,080.00
4	3	3	ESL Reimbursement		\$21,200.00
4	3	3	Bilingual Reimbursement		\$14,080.00
Sub-Total					\$126,288.00
164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	BrM Professional Learning		\$42,000.00
1	1	2	technology Implementation Fee		\$22,560.00
1	1	2	Student License (MTSS)		\$269,000.00
1	2	3	SCE Professional Development		\$2,500.00
1	2	3	ESC 20 Training for SCE Program Staff		\$1,000.00
1	2	4	Supplies		\$1,000.00
1	2	4	Local Mileage		\$1,000.00
1	5	1	Substitute Pay (Tech Training)		\$22,000.00
1	5	1	ReadyTechGo Conference Supplies		\$5,000.00
1	5	3	Supplies for stations		\$29,500.00
1	6	1	STEAM Supplies for 6051 students (Cost per Student: \$3.72)		\$22,500.00
1	6	1	Certified Teacher Support 152 hours (Cost per site: \$4,864)		\$354,432.00
1	7	1	STEM Education		\$32,000.00
1	7	1	Supplies (\$50 per school)		\$4,000.00
1	7	2	Reading Incentive program (LightSail) Grades 3-5 Only - Reading Incentive program		\$154,000.00

164 - State Compensatory Education (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2	ComicsPlus MS and HS		\$38,000.00
1	7	2	Junior Library Guild print collection State standard is \$25 per student; SAISD @ \$7.49 (ebooks & print)		\$140,000.00
1	7	2	Supplies		\$10,000.00
1	7	2	Hand Scanners		\$1,700.00
1	7	2	Books (ebooks & print) - State standard is \$25 per student; SAISD @ \$7.49		\$140,000.00
1	7	2	BookFlix K-2		\$50,000.00
1	7	2	Sora K-12		\$46,600.00
1	7	2	Scholastic Action Magazine (6-8) Digital		\$50,000.00
1	7	2	eBook Collection Website (Tumblebooks/TumbleMath)		\$43,000.00
1	9	1	STEM Kits replacement budget for sustainability		\$10,000.00
1	9	1	Supplies/materials		\$12,000.00
1	9	2	Substitute Pay (Teacher Training)		\$8,000.00
1	9	3	STEM Equipment and Supplies		\$10,000.00
1	9	3	Facility Support for Science Fair - Police, Nurse and Custodial		\$1,500.00
1	13	1	PD/webinars/contracted svcs/related materials		\$85,000.00
1	18	1	Part-time teachers		\$49,815.00
1	18	1	Travel Local Mileage (home visits)		\$900.00
1	19	1	curriculum development supporting materials (TCM)		\$2,270.00
1	19	1	supplies & materials		\$20,000.00
1	19	2	supplies & materials		\$15,000.00
1	19	2	Books		\$3,000.00
1	19	3	substitutes		\$6,000.00
1	19	5	Substitutes		\$6,000.00
1	19	5	online subscription		\$229,000.00
1	19	5	testing platform & item banks		\$189,620.00
1	19	5	contracted services		\$5,903.00
1	19	6	Sirius Education Solutions instructional materials		\$1,700.00
1	19	6	Science Summer Bridge (AVID)		\$4,787.00
1	19	6	Lead4Ward STAAR Prep online subscription and supporting materials		\$11,375.00

164 - State Compensatory Education (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	19	6	Imagine Learning online subscription		\$375,000.00
1	19	6	Math Summer Bridge (AVID)		\$10,383.00
1	19	6	Summer Bridge AVID		\$3,640.00
1	19	6	Science Summer Bridge printing & resources		\$6,000.00
1	19	6	StepUp book		\$8,365.52
1	19	6	Math Summer Bridge printing & resources		\$6,000.00
1	19	6	Mentoring Minds platform and training		\$98,087.00
1	19	6	iStation subscription		\$543,600.00
1	19	7	substitutes		\$18,000.00
1	19	8	online subscription		\$42,000.00
1	19	9	Display Boards		\$10,000.00
1	19	10	Books		\$39,150.00
1	19	10	Substitutes		\$27,000.00
1	19	11	Online subscriptions		\$520,000.00
1	19	12	(AES) consultant, professional development, & materials		\$165,000.00
1	19	12	Subs		\$24,000.00
1	19	13	dyslexia intervention program	164-11-6329-00-026-30-866	\$22,526.00
1	19	13	dyslexia intervention program	164-11-6399-00-866-30-0-00	\$4,380.00
1	20	1	Rhithm (district license)		\$35,000.00
1	20	2	SEL curriculum by the Mendez Foundation		\$12,000.00
1	20	4	supplies Peace Area		\$3,500.00
3	1	1	ESC 20 Room Rental		\$76,000.00
3	1	1	Substitutes		\$264,000.00
4	1	1	Rene Colato Lainez as consultant/PD 11/11		\$1,500.00
4	1	1	Lauren Tarshis consultant/PD 4/6		\$5,000.00
4	1	1	Duncan Tonatiuh PD/ consultant 2/10		\$2,000.00
4	1	1	Reading materials		\$8,000.00
4	1	1	Peter H. Reynolds PD/consultant 10/28		\$7,500.00
4	5	1	Active Classroom License		\$100,000.00
4	5	2	DBQ Project, Mastering the TEKS, and Mapping the US		\$1,000.00

164 - State Compensatory Education (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Part-time teachers		\$45,000.00
5	1	2	Teacher Mileage		\$900.00
5	1	3	Texas Rising Star Compliance staff Development, consultation & travel (ADD: \$1,000 additional training for NAEYC accreditation)		\$3,150.00
5	1	3	Part-time teacher		\$7,496.00
5	1	3	5 hours @\$30 an hour x 7 Feeder Social Workers x 20 crises per year		\$21,500.00
5	1	4	Technology		\$10,000.00
5	1	4	Online Subscription		\$397,500.00
5	1	4	Supplies		\$20,000.00
5	1	5	Extra Duty Pay		\$45,000.00
5	1	6	TRansportation		\$2,000.00
5	1	6	Admission		\$2,000.00
9	2	1	AVID Contract		\$119,896.00
9	2	1	New AVID Site Student Supplies (Dividers Highlighters Sticky Notes Composition books Colored Cardstock Pencil Pouches)		\$2,500.00
9	2	2	Summer Institute		\$84,150.00
9	2	3	College Tutors		\$25,000.00
10	2	1	(mileage and supplies)		\$248,000.00
Sub-Total					\$5,626,385.52

165 - Gifted & Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	16	1	UIL Security		\$3,000.00
1	16	1	UIL Custodians		\$3,500.00
1	16	1	UIL Trophies/Supplies		\$1,500.00
1	16	1	UIL Hospitality		\$3,100.00
1	16	1	Printing/supplies		\$2,650.00
1	16	1	UIL Nurses		\$1,000.00
1	16	2	Decathlon/Octathlon Trophies & Supplies		\$2,000.00
1	16	2	Printing/supplies		\$1,500.00
1	16	2	Decathlon Hospitality		\$1,500.00

165 - Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	Consulting Services - Colin Seale		\$5,000.00
4	4	1	Conference Travel - (virtual & in-person)		\$4,145.00
4	4	1	Region 20 Co-op		\$9,700.00
Sub-Total					\$38,595.00
198 - TRE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Academy CSIs/Contracted Services		\$907,881.00
1	3	2	Marching Band Contracted Services		\$322,000.00
1	3	2	Campus Supplies		\$316,246.00
1	3	2	Instruments & Equipment (bond)		\$1,000,000.00
1	3	3	Campus Entry Fees		\$100,000.00
1	10	2	Curriculum Development and Supplemental Pay		\$10,000.00
1	10	2	Consulting SVCS		\$11,000.00
1	19	1	extra duty pay		\$303,727.00
4	2	1	Healthy Snacks (6399)		\$200.00
4	2	1	Edugence		\$57,530.00
4	2	1	Healthy Snacks (6499)		\$200.00
4	2	1	Room Rentals		\$5,000.00
4	2	2	Texas Assmt Con		\$525.00
4	2	3	Seidlitz		\$7,951.00
4	3	1	Room Rentals		\$5,000.00
4	3	1	Healthy Snacks		\$400.00
4	3	1	Edugence		\$57,530.00
4	3	2	Texas Assmt Con		\$525.00
4	3	3	Seidlitz		\$7,951.00
Sub-Total					\$3,113,666.00
199 - Local Maintenance					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region 10 Power Up Conference (MTSS Director & MTSS Coordinator)		\$1,880.00
1	1	1	Operational Costs, Materials, and Print Shop		\$1,000.00

199 - Local Maintenance					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Local Mileage		\$3,000.00
1	2	1	Plan4Learning Platform		\$49,000.00
1	2	3	ESC 20 - Professional Development for Eric		\$0.00
1	2	3	Professional Development for Eric		\$5,000.00
1	2	4	Supplies		\$1,000.00
1	2	5	Local Mileage		\$1,000.00
1	2	5	Supplies		\$3,000.00
1	3	1	Sam Houston Steel Drums		\$12,000.00
1	3	2	Substitute Teachers		\$1,400.00
1	3	2	Artists in Education		\$50,000.00
1	3	2	Letter Jackets		\$34,000.00
1	3	2	Kodaly Workshop		\$10,000.00
1	3	2	Mileage Reimbursement		\$942.00
1	3	2	State Level Expenses		\$10,000.00
1	3	2	Uniforms		\$400,000.00
1	3	2	Fine Arts Department Staff Travel		\$14,193.00
1	3	2	Instructional Supplies and FA Event Operating Expenses/Rentals		\$65,103.00
1	3	2	Mariachi Vargas		\$10,000.00
1	3	2	Instrument Repair		\$36,737.00
1	3	3	Judges & Consultants		\$41,615.00
1	3	3	Student Transportation		\$5,000.00
1	3	3	Fine Arts Registration & Membership Dues		\$8,150.00
1	4	2	FlipHTML5		\$500.00
1	4	3	Adobe Stock Subscription Required for training materials and web development		\$1,000.00
1	4	3	Venngage Subscription - Required for training materials and usage reports		\$300.00
1	5	1	Software applications (Venngage, Canva, Graphics, Adobe, etc.)		\$5,000.00
1	5	1	Awesome Tables software		\$1,500.00
1	5	1	Professional conferences, certs, and travel		\$9,000.00
1	5	1	RTG Extra Duty Pay		\$4,500.00
1	5	2	Misc Operating Cost		\$500.00

199 - Local Maintenance					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Printing		\$1,000.00
1	6	1	Recreational Supplies for 6051 students (Cost per Student: \$2.41)		\$14,594.00
1	6	1	Attendance Software		\$40,000.00
1	6	1	Professional Development -Instructional Staff		\$4,000.00
1	6	1	Provider Contract (days not covered by COSA funding)		\$314,771.00
1	6	1	Instructional Supplies		\$6,859.00
1	6	3	Sliding Scale Fees		\$2,747.00
1	6	3	Local Mileage for Monitors		\$720.00
1	7	1	Festival Operating Costs		\$2,000.00
1	7	1	Extra Duty Pay Custodians, Police and Nurses		\$1,500.00
1	7	1	Extra-duty Pay (Curriculum)		\$2,000.00
1	7	1	Refreshments and Supplies		\$1,500.00
1	7	2	Printing For student & parent information		\$1,000.00
1	7	2	TexQuest State Collection		\$14,100.00
1	7	2	LM with TitlePeek		\$77,073.00
1	7	2	World Book (English/Spanish databases, K-8)		\$33,600.00
1	7	3	Coordinator Travel Mileage		\$2,000.00
1	8	1	Barcodes Required for new adoption and new materials purchases.		\$4,560.00
1	8	1	Collection and Disposal of Out-of-Adoption Materials		\$125,000.00
1	8	2	5350 Pocket Scanners		\$2,193.00
1	8	2	Mileage		\$1,000.00
1	9	1	Vennage Subscription		\$300.00
1	9	1	Adobe Stock Subscription		\$1,000.00
1	9	1	Extra Duty Pay		\$1,750.00
1	9	1	Software Apps		\$2,000.00
1	9	1	Printing		\$1,000.00
1	9	2	Extra-Duty to pay teachers to write curriculum		\$1,750.00
1	9	3	Supplies, Awards & Certificates		\$2,500.00
1	10	1	Supplies and Materials		\$24,910.00
1	10	1	Peer Mediation Training/ Curriculum		\$20,000.00

199 - Local Maintenance					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1	Character Ed supplies		\$3,000.00
1	11	1	Counselor Conference Registration Fees (for 20 counselors}		\$8,900.00
1	11	1	Ethics Training		\$3,000.00
1	11	1	Region Co-Op		\$4,000.00
1	11	1	Summer Counselor Academy Costs		\$6,000.00
1	11	1	Director and Coordinator Conferences and Training (TSCA, Lone Star State Conference, NPSI, TACES)		\$4,900.00
1	11	1	Travel/Subsistence - Executive Director		\$1,800.00
1	11	2	Red Ribbons-Drug Awareness, printing, and supplies		\$2,000.00
1	11	2	Misc Operating Cost		\$4,416.00
1	14	1	Office Supplies - Identification & Files		\$1,000.00
1	14	1	printing		\$500.00
1	14	1	Extra Duty Pay - Campus Coordinators		\$41,500.00
1	15	1	Printing Services - Showcase, Parent Communications, Certificates		\$1,500.00
1	15	1	reading materials		\$500.00
1	15	1	Snacks - Parent Meetings		\$500.00
1	15	1	Extra Duty - Custodial, Security, Nurse		\$2,609.00
1	17	1	Unknown		\$3,518.00
1	17	2	payroll		\$8,000.00
1	17	2	printing, materials & supplies		\$500.00
1	18	1	supplies, internet hotspots for home visit services for CEHI students		\$1,800.00
1	18	1	Teen Parenting Childcare Vendors		\$36,000.00
1	18	1	Transportation - SAISD		\$40,000.00
1	18	1	Teen parent classroom and technology		\$2,700.00
1	18	2	Misc. Contracted Services		\$4,500.00
1	18	2	Teen Pregnancy Prevention Conference Austin, Tx, Tx School Social Workers Conference Austin Tx, Region 20 professional development		\$1,800.00
1	18	2	Texas Rising Star Compliance staff Development, consultation & travel (ADDED: \$1,000 additional training for NAEYC (included) accreditation)		\$4,150.00
1	18	2	Teen parent supplies i.e. diapers, wipes, formula, strollers, car seats, belly bands, feminin products, etc. reference materials, office supplies		\$8,300.00

199 - Local Maintenance					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	18	2	Training Supplies		\$450.00
1	18	2	Homebound Operational costs, Teen parents supplies, i.e. Diapers, wipes, formula		\$3,380.00
1	18	2	Reading Books/Materials		\$900.00
1	18	2	Misc. Contracting Services/Printing		\$1,530.00
1	18	2	Licenses & Fees(Add \$450 NAEYC fee)		\$2,800.00
1	18	2	Extra Duty Paraprofessional		\$8,577.00
1	18	2	Bus Passes		\$1,800.00
1	18	2	Printing Services (business cards,banners, flyers,etc.)		\$450.00
1	18	2	Childcare Classroom supplies ie diapers, wipes, formula		\$6,200.00
1	18	2	Reading Books/Materials		\$450.00
1	18	2	District Crisis Teams		\$500.00
1	18	2	COVID Supplies & Materials		\$550.00
1	18	5	Mileage and supplies (Split with 290 and 199)		\$4,890.00
1	18	6	Interm stipend and mileage		\$33,500.00
1	18	6	School Uniforms		\$140,000.00
1	19	1	travel		\$8,500.00
1	19	1	contracted services		\$18,500.00
1	19	2	supplies & materials		\$4,948.00
1	19	2	contracted services		\$3,000.00
1	19	3	misc. operating costs		\$21,000.00
1	19	3	books		\$9,000.00
1	19	3	contracted services		\$6,000.00
1	19	3	supplies & materials		\$6,000.00
1	19	5	contracted services		\$5,000.00
2	2	1	Promotional Items, Advertisement, Marketing		\$2,000.00
2	2	1	Contracted Services		\$9,950.00
2	2	1	Recruitment Banners		\$2,000.00
2	2	1	Supplies / Materials		\$2,000.00
2	2	1	Postage for Head Start Enrollment Selection Letters		\$500.00

199 - Local Maintenance					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	AirCard / MiFi		\$199.00
2	2	2	Travel / Mileage		\$1,200.00
2	2	2	Employee Allowance (Cell Phone, Director)		\$840.00
2	2	2	Misc Contracted Services		\$500.00
2	2	2	Misc Operating Costs		\$500.00
2	2	2	Supplies / Materials		\$1,000.00
2	2	3	Head Start Teacher Meals - 1 adult meal charged per school day per classroom		\$114,996.00
2	2	3	Contracted Maintenance and Repair Services		\$4,300.00
2	2	3	Teacher Meals - 1 adult meal charged per school day per classroom		\$37,000.00
2	2	3	Health and Safety Supplies		\$20,000.00
2	2	3	Reading Materials for Classroom Student Use		\$5,170.00
2	2	4	Supplies / Materials		\$5,000.00
2	2	4	Parent Resources		\$6,100.00
2	2	4	Student Rdg Materials		\$5,000.00
2	2	4	Parent Transportation		\$1,180.00
4	4	1	Reading Materials		\$2,000.00
4	4	1	Supplies PD		\$500.00
4	4	1	Office Supplies - For ISs		\$1,955.00
4	4	1	Teacher Incentives		\$467.00
4	4	2	Student Supplies		\$8,000.00
4	4	2	GATE IS Mileage		\$5,000.00
4	4	2	thinkLaw Curriculum		\$5,500.00
4	4	2	Student Reading Materials		\$500.00
4	4	2	Online Resources (zoom licenses)		\$390.00
4	4	2	Reading Materials		\$1,000.00
4	4	2	GATE Dir Mileage		\$2,000.00
4	4	2	Byrdseed TV		\$500.00
4	4	2	IPad Apps		\$1,610.00
4	4	2	Student Incentives		\$500.00
4	4	2	Student Supplies - Extra-curricular		\$5,250.00

199 - Local Maintenance					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	2	GATE IS Technology Replacement		\$5,000.00
4	4	2	HS Cohort Meetings & Duke TIP		\$500.00
5	1	2	Licenses & Fees+ additional \$450 for NAEYC		\$450.00
5	1	2	Childcare Vendors		\$36,000.00
5	1	2	Transportation SAISD and Via Metro		\$40,500.00
5	1	2	Homebound supplies		\$1,530.00
5	1	2	Printing Services, program flyers, newsletters for parents		\$450.00
5	1	2	Reading Materials		\$900.00
5	1	2	Teen parent classroom and technology supplies, internet hotspots for home visit services for CEHI students		\$4,500.00
5	1	2	Childcare Classroom supplies		\$10,350.00
5	1	3	Miscellaneous Contracting Services		\$1,080.00
5	1	3	Teen Pregnancy Prevention Conference Austin, Tx, Tx School Social Workers Conference Austin Tx, Region 20 professional development		\$1,800.00
5	1	3	Operational costs, Teen parents supplies, i.e. Diapers, wipes, formula, belly bands, etc. District Crisis Teams		\$11,700.00
5	1	3	Social Worker & Admin Mileage		\$1,350.00
5	1	3	Teen parent supplies i.e. diapers, wipes, formula, strollers, car seats & reference materials, office supplies, printing, technology / internet services		\$4,500.00
9	1	1	Extra Duty Pay for Auditors		\$4,100.00
Sub-Total					\$2,358,382.00
206 - McKinney-Vento Homeless ED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	18	6	School supplies and uniforms		\$10,726.00
5	1	1	Mileage, supplies		\$60,218.00
Sub-Total					\$70,944.00
211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Provider Contract (days not covered by COSA funding)		\$300,000.00
1	6	1	Supplemental Pay		\$300,000.00
1	6	1	(COSA special revenues for Provider Contracted Services)	478 - After School Challenge Program	\$883,749.00

211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	18	6	School supplies		\$6,000.00
1	18	6	healthy snacks for students		\$3,000.00
1	18	6	Transportation		\$10,000.00
1	19	4	mileage		\$12,500.00
1	19	13	dyslexia intervention program		\$10,584.00
5	1	1	School/office Supplies & student incentives		\$10,726.00
5	1	1	Social Worker FTE		\$76,408.00
10	2	2	College & Career Platform		\$183,000.00
Sub-Total					\$1,795,967.00
214 - Title III, Part A-Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2	ESL Scholastic		\$7,000.00
1	7	2	Imagine Learning		\$23,000.00
1	22	6	General Supplies, Incentives, AVID, Books		\$62,000.00
1	22	6	Supplies and materials Transportation (field trips) Salaries including PD: Snacks & Incentives		\$21,700.00
Sub-Total					\$113,700.00
216 - ESEA - Title IV, Part A, Subpart 1 - SSAE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	20	3	Professional Development and Materials		\$1,500.00
1	20	3	Mileage & Phone Service reimbursement		\$2,500.00
1	20	3	Supplies and Materials		\$1,000.00
1	20	3	Supplemental Pay		\$2,528.00
Sub-Total					\$7,528.00
220 - Adult Basic Ed. (Federal)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	17	1	Unknown		\$320,828.00
Sub-Total					\$320,828.00

221 - English, Literacy, and Civics Education Gr					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	17	1	Unknown		\$63,370.00
Sub-Total					\$63,370.00
223 - TANF					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	17	1	Unknown		\$39,831.00
Sub-Total					\$39,831.00
263 - ESEA Title III LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	22	1	Curr Enhance Ele/Sec		\$30,500.00
1	22	1	Cultural Relev Books		\$30,000.00
1	22	1	Consultants		\$5,000.00
1	22	1	Dictionaries		\$3,700.00
1	22	1	Curriculum Literacy Resources - Heggerty		\$23,000.00
1	22	1	Savvas - Palabras a su Paso Student Resource Materials/Digital		\$75,000.00
1	22	2	DBQ Project		\$9,375.00
1	22	2	Books del Sur; Lee & Low Books / digital glossaries from Seidlitz		\$5,000.00
1	22	3	Title III Symposium		\$3,000.00
1	22	3	Estrellita virtual PD training plus materials(kits)		\$18,000.00
1	22	3	Heggerty - Professional Development		\$1,000.00
1	22	3	Lunita Kit		\$80,000.00
1	22	3	CAL SIOP for Dual Language Programs		\$1,150.00
1	22	3	World Language Conference		\$3,150.00
1	22	3	Dr.Arreguin-Anderson PK-K early biliteracy in a DL classroom		\$6,600.00
1	22	3	CAL Spanish Literacy Institute: Virtual Training		\$1,150.00
1	22	3	Bueno Center, Puebla, Institute		\$12,000.00
1	22	3	La Cosecha		\$32,000.00
1	22	3	Bueno Center, Literacy Squared Regents of Colorado		\$24,000.00
1	22	3	Supplies		\$10,000.00
1	22	3	Vale Por Dos Professional Development		\$8,000.00
1	22	3	Savvas (Palabras as su Paso) Professional Development		\$2,000.00

263 - ESEA Title III LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	22	3	Adelante Conference		\$2,000.00
1	22	4	Summit K-12 Platform		\$30,000.00
1	22	7	Dictionaries/Books		\$2,000.00
1	23	1	Teacher/Facilitator Extra Duty Pay		\$5,000.00
Sub-Total					\$422,625.00
276 - TIF Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	11	1	Guest Speakers		\$7,100.00
Sub-Total					\$7,100.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Mariachi CSI , Folklorico CSI, Mariachi Uniforms and Supplies , & Folklorico Uniforms and Supplies		\$381,172.00
1	3	5	Summer Camps - includes, but not limited to student t-shirts, healthy snacks, contracted services, supplies, and employee payroll		\$544,112.00
1	11	2	282 Training Materials (Books) (600 MS TEACHERS)		\$14,370.00
1	11	2	Youth Mental Health First Aid Training (4 cohorts)		\$99,980.00
1	11	2	Procurement Admin fee FOR Youth Mental Health First Aid Training (4 cohorts)		\$14,997.00
1	11	2	Virtual Training		\$3,000.00
1	11	2	Training Materials (Books) (900 HS TEACHERS)		\$21,555.00
1	18	1	PT Counselor auditors - payroll		\$11,000.00
1	18	7	Cricut Machine and supplies		\$1,000.00
1	19	2	Guided Math Institute		\$33,000.00
1	19	2	Guided Math Institute Resources		\$9,725.00
1	19	2	TCM Booster Math Materials K-5		\$125,241.00
1	19	9	Science Fair Awards		\$1,337.00
1	19	9	Nurse for fair outside of contract hours		\$280.00
1	19	9	Team Shirt		\$4,152.50
1	20	2	SEL student resources and supplies		\$25,000.00
1	21	1	part time supplemental payroll		\$25,000.00

282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	22	5	Printing, PD, read alouds, books, classroom supplies, field trips		\$62,500.00
1	24	1	parent - student incentives and supplies for enrollment		\$300,000.00
1	24	1	marketing materials and printing		\$500,000.00
1	24	2	whiteboards for master schedulers		\$49,000.00
1	25	1	Curriculum / materials / professional development		\$9,750.00
1	26	1	Equipment and Installation		\$286,770.00
1	26	2	badge holders		\$10,000.00
1	27	1	assessment/evaluation apps		\$600,000.00
1	27	1	contracted services		\$1,000,000.00
1	27	1	tablets		\$300,000.00
1	28	1	professional development for teachers and admin. staff		\$30,000.00
5	1	7	Review publications and materials		\$138,190.00
9	1	1	Payroll for Auditors		\$10,000.00
9	3	1	Supplies for Summer Camps		\$58,000.00
Sub-Total					\$4,669,131.50
287 - ESEA - Consolidated Administrative Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Professional Development SIFSP Staff		\$20,000.00
1	2	3	ESC 20 Training for SCE Program Staff		\$2,000.00
1	2	4	Local Mileage		\$1,000.00
1	2	4	Supplies		\$3,500.00
1	21	1	Mileage		\$10,700.00
1	21	1	Reading materials and supplies		\$17,427.00
1	21	1	Technology		\$4,500.00
1	21	1	Travel		\$12,829.00
1	21	2	Conference Attendance and Materials		\$6,000.00
Sub-Total					\$77,956.00
288 - Library Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2	Books		\$10,000.00

288 - Library Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	4	Conference Fee		\$4,000.00
1	7	4	Library Marketing + Printing Services		\$38,500.00
1	7	4	Extra Duty Pay & Benefits		\$165,102.00
1	7	4	Equipment		\$1,604.00
1	7	4	Software and digital tools		\$44,000.00
1	7	4	Print Books		\$158,500.00
1	7	4	Digital Books		\$181,174.00
1	7	4	General Supplies		\$12,001.00
1	7	4	Local Mileage		\$3,000.00
Sub-Total					\$617,881.00
381 - State Adult Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	17	1	Unknown		\$73,643.00
Sub-Total					\$73,643.00
410 - TIMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Service: ClassLink - Single Sign-On System		\$120,000.00
1	7	2	Follett Destiny Catalog and Circulation System		\$139,095.00
1	7	2	new grade levels / New Collection		\$50,000.00
1	8	2	Follett Destiny System		\$139,095.00
1	8	4	Textbooks and Textbook Resources		\$4,700,000.00
1	8	4	District Wide Software (Classlink, Ed Puzzle, Screencastify, Pear Deck, See Saw, Kami, BrainPop, Canvas)		\$610,250.00
Sub-Total					\$5,758,440.00
478 - After School Challenge Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	General Supplies & Materials		\$7,000.00
1	6	1	STEAM Supplies for 6051 students (Cost per Student: \$4.63)		\$28,042.00
1	6	1	Mail & Parcel Post Service		\$2,000.00
1	6	1	Printing EDP Curricular Programming		\$1,450.00

478 - After School Challenge Program

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Professional Development - EDP Staff		\$2,000.00
1	6	2	Printing of MEOP - Quick Guide		\$3,550.00
1	6	3	COVID Supplies for Non-SAISD/After-School Providers		\$5,000.00
1	6	3	Local Mileage for Monitors		\$517.50
1	6	3	Certification Training Cost for Providers' Staff		\$60,510.00
1	6	3	Supplemental Pay - Part Time Monitor		\$30,442.00
Sub-Total					\$140,511.50