

San Antonio Independent School District
District Improvement Plan
2021-2022



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.

Core Values

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

It is the policy of San Antonio ISD not to discriminate on the basis of race, color, national origin, age, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Table of Contents

Priority Problem Statements	5
Goals	5
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)	6
Goal 2: ENSURE PROFICIENCY 2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)	17
Goal 3: ENSURE PROFICIENCY 2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR	20
Goal 4: ENSURE PROFICIENCY 2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)	22
Goal 5: ENSURE PROFICIENCY 2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates	26
Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS 3a: Increase the percent of Grade 8 students earning HS credit	27
Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS 3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)	28
Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS 4a: Increase the % meeting TSI/SAT/ACT college-ready performance	30
Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS 4b: Increase the % of HS students College, Career, & Military Ready (CCMR)	32
Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS 4c: Increase the percent of graduates attending College	34
Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY 2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)	35
RDA Strategies	36
District Funding Summary	37
Addendums	38

Priority Problem Statements

Problem Statement 1: Compared to previous years, enrollment spanning 2021-2022 of eligible three and four-year-olds across all ECE programs has dropped 25%.

Root Cause 1: Outreach and recruiting strategies for eligible three and four-year-old students have been inconsistent throughout the district.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 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 2: As a district, we need to improve systems that involve assessments, evaluate the assessments' results, create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Overall daily online usage offered to teachers and students has dropped 39%, and attendance for after-school programs that offer STEM and integrated lessons has also dropped 40%.

Root Cause 3: 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 after-school program.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: 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 4: There is an inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.

Problem Statement 4 Areas: Perceptions

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: Increase the District overall grade under State Accountability from 83 to 85 and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF) from 33 to 40.

Targeted or ESF High Priority

Evaluation Data Sources: State accountability and the SAISD School Performance Framework (SPF) results and ratings.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student achievement and rigorous, student-centered instruction aligned to the instructional frameworks by implementing a student-centered coaching model with teachers driven by student performance and reflective dialogue.</p> <p>KPI/Metric/Measure: 1. STAAR, MAP, and CIRCLE results 2. SAISD SPF results</p> <p>Staff Responsible for Monitoring: Department of Curriculum, Instruction, and Assessment and Disability Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
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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 assessments' results, 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 2: By the end of the year, increase family and community engagement by 20% across all campuses.

Targeted or ESF High Priority

Evaluation Data Sources: Parent/Family Surveys and Campus Family Engagement Schedules

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide high-quality family and community engagement opportunities within Pre-Kindergarten programs by involving families and community organizations as District partners as part of a high-quality PK program.</p> <p>KPI/Metric/Measure: 1. By Fall 2022, 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 the district initiative for PK-12 grades 2. By March 2023, complete 100% home visits with Head Start families to support school readiness and the successful transition to Kinder. 3. By April 2023, increase parent participation in Head Start Family and Community Engagement events by 25% 4. By Spring 2023, 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 the district initiative for PK-12 grades</p> <p>Staff Responsible for Monitoring: Early Childhood Education and Disability Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase student achievement through Family and Community Engagement by continuing the SAISD Literacy Task Force 2021-2022 comprised of a variety of stakeholders to include teachers, principals, district staff, and community partners launch Community Literacy Task Force meetings where feedback will be gathered by the community with the ultimate goal of creating an SAISD Literacy Plan.</p> <p>KPI/Metric/Measure: By the end of the 2022-2023 school year, 100% of all SAISD literacy teachers will have been trained on the SAISD Literacy Plan.</p> <p>Staff Responsible for Monitoring: Elementary Reading-Language Arts Director and Disability Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase access to community based partnerships to support the social, emotional and physical well-being of our families.</p> <p>KPI/Metric/Measure: By the end of the 2021-2022 school year, we will see a 10% increase in community based events.</p> <p>Staff Responsible for Monitoring: Department of Family and Community Engagement and Department of Disability Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase parent and community engagement opportunities and participation through a variety of formats.</p> <p>KPI/Metric/Measure: By the end of 2021-2022 school year, we will see a 10% increase in parent and community engagement opportunities.</p> <p>By the end of 2021-2022 school year, we will see a 10% increase in the opportunities for families and the community to provide timely feedback.</p> <p>By the end of the 2021-2022 school year, there will be a 5% increase in family and community participation as measured by documented attendance.</p> <p>Staff Responsible for Monitoring: Family and Community Engagement Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase Emergent Bilingual parent access and trust through a variety of family engagement formats including: Dual Language parent advisory committee participation and input, parent platicas at each campus, participation in the district-wide WhatsApp family group, development of informational session series for families who speak languages other than Spanish</p> <p>KPI/Metric/Measure: Increase parent participation in campus platicas by 10%; Increase the number of parents leading Dual Language parent advisory group sessions by 100%; The IWC and ESL will facilitate family orientation sessions at campuses where students who speak languages other than Spanish enroll in order to develop a system of ongoing communication and engagement in home language throughout the school year.</p> <p>Staff Responsible for Monitoring: Department of Dual Language, ESL & Migrant</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
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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 assessments' results, create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.

Perceptions

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 3: By the end of the year, 11,000 intervention plans will be documented in the MTSS platform with 100% of them containing all three critical components.

Targeted or ESF High Priority

Evaluation Data Sources: MTSS System Audits

Strategy 1 Details	Reviews			
<p>Strategy 1: Support the growth of all students along their learning continuum across academics and behavior by providing guidance, support, and interpretation of federal, state, and local policy to facilitate effective district and campus implementation and conducting high-quality professional learning and resources that are aligned with district needs and MTSS vision as created by the MTSS Task Force.</p> <p>KPI/Metric/Measure: 1. 8,000 intervention plans documented in the MTSS platform by December 2021, with 75% having all three critical components 2. 11,000 intervention plans documented in the MTSS platform by May 2022, with 100% having all three critical components by June 2022.</p> <p>Staff Responsible for Monitoring: Multi-Tiered Systems of Support (MTSS) Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
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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 assessments' results, 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 4: Increase the number of campuses supporting students' social and emotional wellness with daily check-ins and individualized responsive activities from 35 to 45

Evaluation Data Sources: Rhithm 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: 1. Increase active student users to 5,000 by Nov 1 2. Increase student users to 5,500 by June 1</p> <p>Staff Responsible for Monitoring: SEAD Director</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June

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Performance Objective 4 Problem Statements:

Perceptions
<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 5: By the end of the year, 100% of campuses will be aligned to the School Counseling framework to meet state and federal compliance policies (TEC SS33.006, SB179).

Evaluation Data Sources: Counselor Meeting agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student achievement and rigorous, student-centered guidance lessons aligned to the School Counseling framework by partnering 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>KPI/Metric/Measure: Each month sign-in sheets will be evaluated to ensure counselor attendance at SAISD PD</p> <p>Staff Responsible for Monitoring: Counseling Department</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

Perceptions
<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 6: Increase the English Learner progress rate (Domain 3) by 20% as determined by STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Create an English Learner Assessment plan that reflects a biliteracy trajectory for all students in elementary dual language programs by Collaborating with NWEA and Literacy Squared to determine Biliteracy Trajectory ranges for ELs in SAISD by using in-depth analysis of Spanish and English scores in Reading in order to provide intentional academic and language support.</p> <p>KPI/Metric/Measure: By February 2022, 90% of 2nd-5th grade students will complete 6/8 Listening/ Speaking assessments on Summit K12.</p> <p>Staff Responsible for Monitoring: Dual Language, ESL, and Migrant Directors and Coordinators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students in the secondary Dual Language program with high-quality curricular resources that prepare them for the Texas Seal of Biliteracy across all applicable content areas courses by establishing a Dual Language Curriculum Enhancement Committee to develop and provide feedback on enhancements made to subject curriculum with a focus on Biliteracy and sheltered strategies, culturally relevant readings, and pedagogical approaches.</p> <p>KPI/Metric/Measure: By July 2022, enhancements will be added to curriculum documents that are currently under revision.</p> <p>Staff Responsible for Monitoring: Dual Language, ESL, and Migrant Directors and Coordinators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
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Performance Objective 6 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 assessments' results, 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


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: Increase student's with IEPs and SS 504 plans passing rate by 10%, as determined by STAAR.


Targeted or ESF High Priority


Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide special education teachers opportunities for strategy-based cluster meetings and evidence-based reading intervention strategies professional development and improve content and pedagogical knowledge of special education and general education teachers through TEKS-focused, problem-solving professional learning supporting the best instructional practices. Professional development is differentiated based on the type and severity of disability or instructional setting.</p> <p>KPI/Metric/Measure: At the end of the semester, 80% of students with IEPs and SS 504 plans met growth measures on MAP, and 80% of students with IEPs and SS 504 plans met or exceeded one year's annual growth on STAAR.</p> <p>Staff Responsible for Monitoring: Office Of Disability Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished

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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 assessments' results, 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 8: By the end of the year, services provided to students who are experiencing homelessness or foster care placement will increase by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: Identification and Coding of Students, Parental Meetings and Minutes, Transportation Records, Grade-Level Promotion Rates, Graduation Rates, Attendance Rates, Care Coordination Contacts, DFPS meeting notes and minutes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Through McKinney-Vento funding, the Family & Student Support Services staff will work with parents, students, and campus point of contact to ensure the educational rights of children experiencing homelessness.</p> <p>KPI/Metric/Measure: Quarterly increase of 10% delivery of identification, support, and services to families.</p> <p>Staff Responsible for Monitoring: Family and Student Support Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Supplies and Services - 206 - McKinney-Vento Homeless ED - \$259,187</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Family & Student Support Services staff will work with parents, students, campus professional point of contact, and the Department of Family and Protective Services (DFPS) to ensure the educational rights of children in substitute care (foster care placement).</p> <p>KPI/Metric/Measure: Quarterly increase of 10% delivery of identification, support, and services to families.</p> <p>Staff Responsible for Monitoring: Family and Student Support Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Supplies and Transportation Costs - 164 - State Compensatory Education (SCE) - \$72,781</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 8 Problem Statements:

Perceptions

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 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: Increase the percent of students kinder ready in Reading from 67 to 70 and sustain 70% in Math.

Targeted or ESF High Priority

Evaluation Data Sources: MAP and CIRCLE data

Strategy 1 Details	Reviews			
<p>Strategy 1: To increase attendance in the PK and Head Start programs and increase access and enrollment in high-quality PK programs by utilizing effective outreach strategies to market and recruit students for Pre-Kindergarten and Head Start programs. SAISD will also partner with community stakeholders, including the City of San Antonio Head Start and other agencies to identify at-risk families of 3 and 4-year-old students.</p> <p>KPI/Metric/Measure: 1. By October 2022, enroll a minimum of 2,000 PK (ADA eligible) students for Snapshot and 2,243 Head Start eligible students for Snapshot (ADA eligible) 2. By January 2023, increase enrollment of PK students from 2,000 to 2,500+ (ADA eligible) 3. For the school year 2022-2023, maintain Head Start funded enrollment of no less than 90% (2018 Head Start students) with a maximum of 2,243 Head Start students 4. For the school year 2022 - 2023, PK and Head Start attendance will be monitored weekly to meet or exceed the district attendance goals of 90% or higher.</p> <p>Staff Responsible for Monitoring: Early Childhood Education Department and Department of Disability Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Improve the content and pedagogical knowledge of Administrative and PK teaching/support staff through providing professional learning opportunities to build the capacity of administrators, teaching staff, and support staff to implement a high-quality Pre-Kindergarten program and implementing ongoing internal / external monitoring systems to adjust and refine support services that address student needs.</p> <p>KPI/Metric/Measure: 1. 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. 2. By April 2023, observe 100% of Head Start classes using the CLASS Observation Tool. 3. By the end of every nine weeks, Campus Support will document Instructional Specialist Support Logs and Head Start Compliance Monitoring Reports.</p> <p>Staff Responsible for Monitoring: Early Childhood Education 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
Strategy 3 Details	Reviews			
<p>Strategy 3: Equipping PK and Head Start classrooms with access to high-quality, research-based PK program designed for whole-child development that integrates instruction across developmental domains / early learning disciplines to support Kindergarten readiness.</p> <p>KPI/Metric/Measure: 1. By October 2022, 75% to 100% of ECE classrooms will implement the ECE Instructional Framework with fidelity using the aligned ECE curriculum resources as observed by ECE Dept. staff via in-person and virtual settings. 2. By February 2023, 75% to 100% of ECE classroom walkthroughs will demonstrate effective implementation of high-quality ECE classrooms as observed by campus administrators and Head Start Instructional Coaches. 3. By the end of every nine weeks, case management of Head Start students' wraparound services will be monitored by ECE Staff and the City of San Antonio. 4. Mental wellness services are monitored at a minimum monthly - Referrals to PACE Wellness programs and Family Services Coordinator.</p> <p>Staff Responsible for Monitoring: Early Childhood Education Department and Department of Disability Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Compared to previous years, enrollment spanning 2021-2022 of eligible three and four-year-olds across all ECE programs has dropped 25%. **Root Cause:** Outreach and recruiting strategies for eligible three and four-year-old students have been inconsistent throughout the district.

Goal 3: ENSURE PROFICIENCY





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

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

Targeted or ESF High Priority

Evaluation Data Sources: MAP and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>KPI/Metric/Measure: 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</p> <p>Staff Responsible for Monitoring: Elementary ELAR Director and Department of Disability Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 on MAP performance from Middle Of Year to End Of Year</p> <p>Staff Responsible for Monitoring: Elementary ELAR Director and Department of Disability Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a robust after school program that ensures the scorecard metrics and is aligned to district initiatives and curricular programming by providing ongoing certified teacher support in the regular after school program to focus on reading and homework 2 days per week in tested grade levels; instituting Homework Help (COSA) for students with assignments and digital resources for students without assignments; collaborating with librarians and campus teachers to support literacy activities after school; and the Extended Day Program (EDP) staff modeling best practices with literacy, STEAM, and technology strategies with small groups during site visits.</p> <p>KPI/Metric/Measure: Meet 100% of the City of San Antonio Scorecard metrics by the end of the year and increase student participation with a high-quality, engaging, and rigorous after-school program by 5%.</p> <p>Staff Responsible for Monitoring: Extended Learning Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Offer professional learning aligned to the District Mathematics Plan for tier 1 instruction utilizing multiple modalities such as face-to-face, webinar, online, and self-paced.</p> <p>KPI/Metric/Measure: By the end of the year, there will be a 10% increase in teachers attending professional development.</p> <p>By the end of the year, there will be a 30% increase in the number of classrooms utilizing strategies and frameworks from professional development.</p> <p>Staff Responsible for Monitoring: Curriculum, Instruction, and Assessment Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</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 assessments' results, 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: Increase the percent of all students on grade level from 32 to 35.

Targeted or ESF High Priority

Evaluation Data Sources: Circle, MAP, and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase 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 ESL, SEL, small-groups, 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.</p> <p>KPI/Metric/Measure: STAAR Reading from 66 to 67 STAAR Math from 65 to 68</p> <p>Staff Responsible for Monitoring: Curriculum, Instruction, and Assessment Department Directors, DLES LM Directors/Coordinators, and Department of Disability Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve student achievement and fill gaps in student learning to ensure attainment of the foundational curriculum by using Imagine Learning, an adaptive online curriculum that supports student learning and responds to actions and decisions available in English and Spanish</p> <p>KPI/Metric/Measure: By December 31, 2021, 65% of students using Imagine Math will complete at least 15 lessons. By the 2022 spring STAAR assessment, 65% of students using Imagine Math will complete at least 15 additional lessons.</p> <p>Staff Responsible for Monitoring: Elementary Math Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure all students have access to high-quality instructional digital and analog resources aligned to SAISD Math Curriculum and Instructional Frameworks.</p> <p>KPI/Metric/Measure: Increase of five percentage points of the average score on CBA 2 for Grades 6 through Algebra I from winter 2020 to winter 2021 By December 2021, 75% of teachers supported by a specialist will be utilizing the resources.</p> <p>Staff Responsible for Monitoring: Secondary Math Director and Department of Disability Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure all students have access to high-quality instructional resources aligned to the SAISD Secondary R-LA Frameworks that are culturally responsive.</p> <p>KPI/Metric/Measure: Increase STAAR/EOC meets performance across all grade levels by 3%.</p> <p>Staff Responsible for Monitoring: Secondary Reading-Language Arts Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase the amount of learning time for students by providing opportunities for additional instruction outside of the regular school day and calendar through programs such as Jump Start, intersession, Saturday School, Summer School, and Summer SMART camps.</p> <p>KPI/Metric/Measure: Opportunities provided by campus; campus level enrollment and attendance for each program offered</p> <p>Staff Responsible for Monitoring: Senior Executive Director, Extended Learning</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: - 282 - ESSER - \$4,683, - 164 - State Compensatory Education (SCE) - \$28,500, summer school supplies - 164 - State Compensatory Education (SCE) - \$35,000, summer school books - 164 - State Compensatory Education (SCE) - \$27,000, summer school supplies - 282 - ESSER - \$25,000</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 1 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 assessments' results, 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 2: (SEAD & RP) By the end of the year, we will increase the immediate expert support to students in behavioral crises when the student's needs cannot be met by 20%.

Targeted or ESF High Priority

Evaluation Data Sources: Evaluations; Strategy Implementation; Mental health detentions

Strategy 1 Details	Reviews			
<p>Strategy 1: Staffing of highly qualified and expert personnel (CARE team) to respond to the most severe behavioral crises so that students get the therapeutic support they need; Ensure the CARE team has the materials and supplies needed to ensure safety and provide professional learning opportunities focusing on current psychological and behavioral analytic techniques.</p> <p>KPI/Metric/Measure: 1. Increase active student users of Rhithm to 25,000 students by Nov 1 2. Increase student users to 40,000 by June 1 Number of students receiving mental health services and number of students referred for external mental health services</p> <p>Staff Responsible for Monitoring: School Counseling Director, Student Support Services Director, SEL Director</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<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 5: ENSURE PROFICIENCY


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


Performance Objective 1: Increase the percent of on-time, 4-year Graduation from 84 to 85 and decrease Dropout Rates from 10 to 9.


Targeted or ESF High Priority


Evaluation Data Sources: Graduation Rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a framework that includes classroom visits, feedback cycles, and audits to determine level of implementation of quarterly IEPs.</p> <p>KPI/Metric/Measure: 100% implementation of quarterly IEPs determined by walk-throughs and scheduled audits.</p> <p>Staff Responsible for Monitoring: Disability Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
<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 6: CULTIVATE HIGH-PERFORMING STUDENTS

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

Performance Objective 1: Increase the percent of Grade 8 students earning HS credit from 35 to 38.

Targeted or ESF High Priority

Evaluation Data Sources: Master schedules and credit gained reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Add Career and Technical Education courses to allow 7th and 8th-grade students to earn high school credits. KPI/Metric/Measure: By the end of the year, Career and Technical Education courses will be added and ready for enrollment on three middle school and/or academy campuses. Staff Responsible for Monitoring: CTE Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 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 assessments' results, create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>

Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS





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

Performance Objective 1: Increase the percent of HS students earning college credit (AP, IB, DC, etc.) from 45% to 46%.

Targeted or ESF High Priority

Evaluation Data Sources: AP exam results; dual credit hours earned; certifications earned

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase outreach opportunities by offering information sessions and training for all critical stakeholders including parents, secondary students, campus staff, and community partners) by conducting the "Second Piece of Paper" campaign to ensure that all stakeholders understand how to leverage dual credit coursework and completion for postsecondary attainment.</p> <p>KPI/Metric/Measure: 1. Parent/ Student survey data 2. Number of DC students earning certifications 3. College credit hours attained</p> <p>Staff Responsible for Monitoring: Advanced Academics and Dual Credit</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve student achievement and fill gaps in student learning in Advanced Placement by using the Advanced Placement Summer Institutes to keep teachers up to date on programmatic changes and best practices for their respective AP courses and utilize teachers who attended the APSI sessions to train their peers for their AP course on the changes and revisions for this school year.</p> <p>KPI/Metric/Measure: AP exam results in all levels and subjects</p> <p>Staff Responsible for Monitoring: Advanced Placement department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase dual credit, industry-based certifications, and internships opportunities for students in career pathways by partnering with industry and colleges to provide external supports to help students access these opportunities.</p> <p>KPI/Metric/Measure: By the end of the year, 10% Increase in CTE students obtaining dual credit hours in high school</p> <p>Staff Responsible for Monitoring: CTE Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</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 assessments' results, create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS




4a: Increase the % meeting TSI/SAT/ACT college-ready performance





Performance Objective 1: Increase the percent of students meeting TSI/SAT/ACT college-ready performance from 42 to 45.

Targeted or ESF High Priority

Evaluation Data Sources: TSI, SAT, and ACT results

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase college readiness for students by activating the CCMR Tracker in SchoolLinks for schools to track outcomes towards CCMR accountability and deploying SAT/ACT Power Hour workshops for students that focus on specific subsections of the SAT and ACT a month before SAT/ACT School Days in October and March.</p> <p>KPI/Metric/Measure: 1. 27 average ACT score or 1250 average SAT score, for students with a 95+ GPA in March 2022 ACT test 2. 21 average ACT score or 1010 average SAT score, for students with a 80+ GPA in March 2022 SAT test</p> <p>Staff Responsible for Monitoring: Post Secondary Readiness Department</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the number of students meeting college readiness to be eligible for successful completion of college credits by conducting a TSIA Summer Excel Camp that engages students in rigorous Math and ELAR instruction while incorporating individualized instructional plans.</p> <p>KPI/Metric/Measure: 1. Beginning Of Year percentage students meeting TSIA = 30% 2. Middle Of Year percentage students meeting TSIA=40% 3. End Of Year percentage students meeting TSIA =50%</p> <p>Staff Responsible for Monitoring: Dual Credit Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the number of Emergent Bilingual students (to include Newcomers) in grades 10 & 11 meeting college readiness to be eligible for Dual Credit coursework as measured by TSI Reading/Writing scores by conducting small group TSI pull-out tutoring sessions at 7 Dual Language High Schools.</p> <p>KPI/Metric/Measure: Post TSI Small Group Tutoring scores compared to Pre Small Group scores will show an increase of at least 10-25 points on TSI Reading and at least a 2-3 point growth on the TSI New Writing Essay exam after conducting 10-12 hours of tutoring for 3-6 Emergent Bilingual students at a time. By January 2023, each high school site will have 9-12 more Emergent Bilingual students who are College-ready as measured by TSI Reading/Writing scores. By May 2023, each high school site will have 12-16 more Emergent Bilingual students who are College-Ready as measured by TSI Reading/Writing scores as compared to May 2022.</p> <p>Staff Responsible for Monitoring: Department of Dual Language, ESL & Migrant</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
	 0%	 0%	 0%	

 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 assessments' results, 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 1: Increase the percentage of high school students who are College, Career, & Military Ready (CCMR) from 73 to 75.

Targeted or ESF High Priority

Evaluation Data Sources: CCMR ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide middle and high school students access to College and Career resources that will support them in selecting college and career pathways and improve programs of study in in-demand industry sectors and occupations.</p> <p>KPI/Metric/Measure: By the end of the year, 100% of all secondary level students will have access to high-quality programs of study that will prepare them for College, Career, and Military Readiness. By the end of the year, 50% of all seniors completing a CTE program of study will obtain an Industry-Based Certification. By the end of the year, there will be a 10% Increase in CTE students obtaining dual credit hours in high school. By the end of the year, 50% of all CTE students will have participated in a Work-Based Learning-related experience before graduation.</p> <p>Staff Responsible for Monitoring: CTE Department and Department of Disability Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 for AVID National Demo Sites within SAISD.</p> <p>KPI/Metric/Measure: By the end of the year, 100% of AVID campuses will implement Tutorials and Scholar Groups.</p> <p>Staff Responsible for Monitoring: Advanced Academics</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Improve students awareness and access to STEM and College, Career, and Military Readiness opportunities through JROTC and LOTC after school activities and camp opportunities</p> <p>KPI/Metric/Measure: By the end of the year, 100% of JROTC and LOTC students have been exposed to STEM and CCMR opportunities.</p> <p>Staff Responsible for Monitoring: JROTC and LOTC Department</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: JROTC and LOTC resources and supplies, competition fees - 282 - ESSER - \$75,000</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 assessments' results, 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: Increase the percent of graduates attending College from 53 to 55.

Targeted or ESF High Priority

Evaluation Data Sources: College enrollment results post-graduation

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase college access for students by scheduling Family Power Hour sessions to present on college enrollment pieces to SAISD families and registering all seniors to a 0th Hour Canvas course that guides students through the college enrollment process.</p> <p>KPI/Metric/Measure: 1. 85% of seniors complete the FAFSA or TASFA by May 31, 2022. 2. 90% of seniors apply to at least one college by May 31, 2022. 3. 55% of seniors are college-bound by May 31, 2022.</p> <p>Staff Responsible for Monitoring: Post-Secondary Readiness Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.1, 3.2</p> <p>Problem Statements: Student Learning 1</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 assessments' results, create targeted, differentiated, and aligned learning experiences, and create intervention plans for students with gaps in grade-level readiness.</p>

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY
2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

RDA Strategies

Goal	Objective	Strategy	Description
1	2	5	Increase Emergent Bilingual parent access and trust through a variety of family engagement formats including: Dual Language parent advisory committee participation and input, parent platicas at each campus, participation in the district-wide WhatsApp family group, development of informational session series for families who speak languages other than Spanish
5	1	1	Create a framework that includes classroom visits, feedback cycles, and audits to determine level of implementation of quarterly IEPs.

District Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2	Supplies and Transportation Costs		\$72,781.00
4	1	5	summer school supplies		\$35,000.00
4	1	5			\$28,500.00
4	1	5	summer school books		\$27,000.00
Sub-Total					\$163,281.00
206 - McKinney-Vento Homeless ED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	Supplies and Services		\$259,187.00
Sub-Total					\$259,187.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	summer school supplies		\$25,000.00
4	1	5			\$4,683.00
9	1	3	JROTC and LOTC resources and supplies, competition fees		\$75,000.00
Sub-Total					\$104,683.00

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

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

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

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

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

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

School District: ESC Region 20
Region: 20

Priority for Service (PFS) Action Plan

School Year: 2021-2022

Filled Out By: ESC-20 MEP Team
Date: 09/07/2021

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

Goal(s): Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	Objective(s): 100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by end of month	-Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annually by September 30	-Migrant Coordinator -Educational Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annually by September 30	-Educational Specialists -District Designee	-Copy of District Improvement Plan

			showing insertion of PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service reports. 	Monthly	<ul style="list-style-type: none"> -Educational Specialists -System Specialists -District Designee 	<ul style="list-style-type: none"> -Emails to district contacts with PFS Reports -SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Annually PAC Meetings	<ul style="list-style-type: none"> -Educational Specialists -Recruiters -MEP Tutors 	<ul style="list-style-type: none"> -PAC Sign-In Sheets -Recruiter Logs/Google Contact Log -Tutor Logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls with parents as needed (case-by-case basis) PAC Meetings	<ul style="list-style-type: none"> -Educational Specialists -Migrant Counselor -MEP Tutors -District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis) 	<ul style="list-style-type: none"> -Parent evaluations/feedback -Counselor Logs -Phone logs -Email documentation -Mail out list -PAC Sign-In Sheets -Tutor Logs
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	<ul style="list-style-type: none"> -ESC Migrant Counselors -Educational Specialists -Recruiters -MEP Tutors 	<ul style="list-style-type: none"> -ESC Migrant -Counselor logs -Recruiter logs -Tutor logs -TX-NGS Supplemental Count Report -PFS Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	<ul style="list-style-type: none"> -ESC Migrant Counselor -Educational Specialists -Recruiters -MEP Tutors 	<ul style="list-style-type: none"> -ESC Migrant -Counselor Logs -Recruiter Logs -Tutor Logs

		-District Designee	-TX-NGS Supplemental Count Report -PFS Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	-Migrant Coordinator -Educational Specialists	-Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). -PFS Student Review Forms

**2021-2022 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Education Service Center, Region 20**

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA. (ongoing) TX-NGS training: September 15, 2021
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> • TX-NGS Data Specialist is to enter data from each child’s COE into the Texas New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	Staff: Designated SEA Reviewers NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by December 1.(ongoing)
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP administrators and recruiters	By February 1 and update on ongoing basis throughout the year (ongoing)
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migratory workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. Eligibility review. Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. Annual eligibility validation. Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. Monitor Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	December
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent the ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		