

# San Angelo Independent School District

## District Improvement Plan

**2016-2017**

**Accountability Rating: Met Standard**



**Board Approval Date:** June 20, 2016

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# Mission Statement

The mission of San Angelo Independent School District is to provide each student with a meaningful, challenging education, delivered in a safe learning environment that prepares him or her to graduate from high school as a lifelong learner who is a capable, productive, and contributing citizen.

## Vision

In Pursuit of Excellence

## Goals

The district goals for 2016-2017 are to:

- Provide student achievement at the highest levels.
- Students graduate San Angelo ISD College and Career Ready.
- Maintain fiscal responsibility and design/implement a facilities plan that addresses current and future needs of the district in order to fulfill the vision, mission, beliefs, and goals adopted by the board.
- Improve communication between all stakeholders and the district.
- Secure and retain an effective staff that is reflective of and responsive to the District's student body.
- Sustain a safe and secure environment.

## Core Beliefs

**We believe student achievement is our highest priority and core principle for all decisions that impact the district.**

*We will engage high-yield and research based instructional strategies, provide viable aligned curriculum, eliminate achievement gaps, and offer rigorous advanced curriculum, in order that all students reach their highest potential and learn regardless of ethnicity, socio-economic background, gender, native language, special needs, or area of residence.*

**We believe equitable allocation of resources ensures each student will have the opportunity to become a capable, productive and contributing citizen.**

*We will be responsible stewards of local, state, and federal resources. To ensure a positive climate of academic achievement and student success, we will create and implement programs and processes that address the needs of students and staff.*

**We believe stakeholder partnerships are vital links to student achievement and essential connections that foster student success.**

*We will actively engage, communicate with, be responsive to, and seek input and participation from all stakeholders including parents, grandparents, guardians, caregivers, businesses, elected and appointed officials, military, civic and faith-based organizations, institutions of higher education, medical and social service agencies, district leadership, staff, and students.*

**We believe in the value of each employee, in his/her personal and professional growth and empowerment to ensure academic achievement and student success.**

*We will invest in highly qualified human capital, engage them in professional learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.*

**We believe all students learn best in a safe, supportive, and secure environment.**

*We will provide facilities management for the safety of students and staff. We will ensure that learning and work environments are stable and our discipline policies are conducive to student achievement and success.*

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

San Angelo Independent School District (SAISD) serves an average of 15,169 students with diverse backgrounds that include 33% Caucasian students, 60% Hispanic students, and 4% African American students. Our district includes 25 campuses; three high schools, three middle schools, 17 elementary schools and 2 alternative campuses. In the past year, enrollment has remained similar to the previous year. The information below is based on PEIMS and TAPR data.

<i>School Year</i>	<i>Total Enrollment</i>	<i>English As A Second Language</i>	<i>Bilingual</i>	<i>Gifted &amp; Talented</i>	<i>At-Risk</i>	<i>Socio Economic Status</i>	<i>Male</i>	<i>Female</i>	<i>Special Education</i>
2013-2014	15,009	189	508	565	7,595	58%	7,671	7,338	1,489
2014-2015	15,155	225	521	549	7,396	60%	7,746	7,409	1,465
2015-2016	15,149	581	184	535	6,579	58%	7,777	7,372	1,508

2015-2016 Demographics for school programs are listed below:

<i>Program</i>	<i>Caucasian</i>	<i>Hispanic</i>	<i>African American</i>	<i>American Indian</i>	<i>Asian</i>	<i>Two or More</i>
Special Education	499	915	67	5	4	18
Gifted & Talented	359	139	16	0	14	7
At-Risk	1,545	4,605	285	25	44	73
Bilingual/ESL	34	707	0	1	22	1

<b>Program</b>	<b>Total</b>
Homeless	144
Foster Care	17
Dyslexia	174
Migrant Education Program	61

## **Demographics Strengths**

San Angelo Independent School District is one of the largest employers in San Angelo. Our district currently employs over 1,900 people. SAISD has the privilege of serving a diverse student population. Our students come from a wide array of cultures representing over 20 different languages. SAISD offers a Spanish Bilingual program at the Elementary level; meeting the criteria of 20 students or more in a specific grade level. Our community and business members provide exceptional support to the students enrolled in our district.

## **Demographics Needs**

Campuses are continuing to face challenges with meeting the academic, social, and emotional needs of their minority, Limited English and economically disadvantaged sub-populations. As our district becomes more diverse, there is an increasing demand to find the most effective ways to help all students succeed academically. Monitoring shifts in demographics, particularly the growth of sub-populations, is increasingly more critical in determining staffing needs. Teacher shortages, statewide, in Bilingual, ESL, Math and Science heighten the need for aggressive recruiting efforts. In order to assist our staff in the challenge of making instruction “culturally responsive” for all students, meaningful professional development and training must be offered. More diverse identification within our Gifted & Talented Program, is needed. Additional training is necessary for the process of special program identification. In the past year, enrollment remained similar to prior year numbers. Fluctuations in our enrollment is attributed to changes amongst the agriculture and oil industry, Goodfellow AFB activity, and our University activity. SAISD is hopeful that enrollment will increase in the coming year.

## **Student Achievement**

### **Student Achievement Summary**

San Angelo Independent School District (SAISD) met standard for the 2014/2015 school year. Twenty-two of the twenty-three campuses in SAISD met standard as well. Bradford Elementary School was identified as improvement required, falling short of expectations in each of the four indexes. Bradford Elementary is the only Focus Campus in SAISD.

The district is currently stage 3 for Bilingual/ESL and Special Education, primarily due to STAAR performance. Additional indicators addressed in the Texas Accountability Improvement System (TAIS) plan include: TELPAS composite rating levels for students in the U.S. for multiple years, special education early childhood program rate, and special education discretionary placements in in-school suspension (ISS).

### **Student Achievement Strengths**

SAISD graduation rates continue to exceed state averages. The 4-year graduation rate for the class of 2014 was 92.3%, four percentage points above the state average. In addition, SAISD graduates a higher percentage of minority students as well as exceeding the state African American average by 4%, and the Hispanic average by almost 6%. Dropout rates are also lower than the state average. Student attendance is consistently high at 96.2% and is slightly higher than the state.

Elementary class sizes are slightly lower than the state average while the opposite holds true at the secondary level. The number of students per teacher in SAISD is 15.5.

SAISD students continue to excel on advanced placement (AP) exams scoring almost 5% above the state average in all subjects combined. The subject with percentage passing closest to that of the state average was science at 46.9% (state: 45.7%), while 71.9% of SAISD students passed the social studies AP exam exceeding the state average by 30%. AP scores reported here are from 2014.

The district has employed the process, “Claim the Name”, as a method of more closely monitoring the progress of specific students whose performance impact identified areas of district and/or campus accountability deficit.

### **Student Achievement Needs**

Special Education and English Language Learner (ELL) performance on the 2015 state assessment is below state average in all subjects as reflected on the Texas Academic Performance Report (TAPR) and Performance-Based Monitoring Analysis System (PBMAS). The greatest opportunities for special

education improvement are in the areas of writing (29%) and math (34%). For ELLs, improvement is most needed in math (34%) and social studies (36%). Gaps in all subjects suggests the district will need to consider systemic implications. (from meeting)

Bradford Elementary is rated Improvement Required (IR) for 2015/2016 and is a Focus campus as well. San Angelo ISD will need to continue to commit resources and support to Bradford Elementary in an effort to improve student performance through the plan developed in the Texas Accountability Intervention System. Five campuses are on the 2016/2017 PEG list including Bradford Elementary (IR status; writing and science), Fannin Elementary (writing), San Jacinto (2013 IR status), Lincoln Middle School (social studies), and Central High School (math). Focused planning and interventions should be employed to improve student performance and prevent PEG campuses from becoming IR. (from meeting)

SAISD needs to continue district-wide focus and initiative in writing instruction at all grades with emphasis on early foundational instruction. (from meeting)

The percentage of students in grades 11 and 12 completing at least one advanced placement or dual enrollment course exceeds the state average. However, participation and completion rates in grades 9 and 10 lag behind state averages in all subject areas. The district needs to consider why 9<sup>th</sup> and 10<sup>th</sup> grade completion rates are low and whether or not this needs to be addressed.



## **District Culture and Climate**

### **District Culture and Climate Summary**

San Angelo Independent School District will provide a safe, organized, positive and quality learning and working atmosphere for all students and staff. As school climate and culture has a profound impact on student growth, it is critical that SAISD safeguards that we provide all students with a supportive environment, in which to thrive academically and socially. Our district promotes a welcoming academic setting where all students and staff feel valued.

### **District Culture and Climate Strengths**

San Angelo Independent School District offers a College bound culture that is reflected on every campus. District staff are trained annually on: effective communication, providing a positive environment, and providing a guaranteed and viable curriculum. Effective leadership supporting campus staff has been a district priority, allowing continued feedback for change. Our district fosters a climate of support for our new teachers through Professional Learning Communities, district and campus mentors, and a New Teacher Academy. All campuses provide multiple opportunities for our families to be involved with their child's education.

### **District Culture and Climate Needs**

San Angelo Independent School District recognizes the increase in student mobility and understands that a support program must be offered to assist with the potential negative effects that impact students. Lower DAEP discretionary placements must be addressed. There is a strong need for our district counselors to have the opportunity to provide our students with frequent guidance and support. SAISD is making efforts to increase our participation with the HANKS program to include more campuses. Consistency, along with, additional training and resources across campuses in efforts to eliminate bullying is critical for the safety of all students.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

SAISD has a reputation for hiring and retaining exceptionally talented and dedicated employees. The Campus Administrators conduct intensive screenings and interview processes to ensure that all new employees meet the high standards of our district and community.

San Angelo Independent School District employees approximately 1,920 staff members, 49% of which are teachers, 25% auxiliary staff, 12% educational aides, 9% professional support, and 4% campus and district administration. The total minority staff percentage is 33%. 83% of teachers hold a bachelor's degree, and 16% hold a masters. There is a fairly even distribution of teachers by years of experience with the lowest percentage (8%) being 1-5 years experience. The largest percentage of teachers (27%) have 11-20 years experience, and the average years of experience of teachers is 11.9.

SAISD utilizes a recently conducted compensation study to inform decisions regarding salaries and stipends.

### **Staff Quality, Recruitment, and Retention Strengths**

All staff have opportunities to grow and learn. Professional development options include, but are not limited to, in-house developed sharing sessions such as; "Learning Palooza" and the Engage Technology Conference, contracted sessions and support based on district initiatives and research based best practices, New Teacher Academy and mentoring, Aspiring Administrators Academy, PLCs and Instructional Coaching.

The district walk-throughs, "look-fors", and principal observations also serve to help teachers grow and improve instruction and ultimately raise student achievement.

Retaining high quality staff is a priority and efforts result in a lower than average turnover rate. The current average number of years teachers have in SAISD is 9.1, which is above the state average of 7.5. Many retirees continue to serve the district in the capacity of substitute teacher or tutor.

Efforts are made to recruit abroad and from within. Human resource and federal programs staff attend several recruiting fairs across the state. In addition, paraprofessionals are encouraged to pursue their bachelors degree, and are supported by way of flexible scheduling and assistance with certification exams. SAISD also offers training for teachers who wish to challenge the Bilingual or ESL exam. This has led to an increase in the number of teachers with ESL certifications.

### **Staff Quality, Recruitment, and Retention Needs**

Feedback from the curriculum audit should be used to guide professional development as well. The addition of executive director and directors of curriculum provide an excellent opportunity to strengthen curriculum structure support teachers, new and experienced.

The mentor program needs to be formalized and structure added to maximize support of new teachers. Mentor stipends should be considered as well. New teachers would also benefit from community involvement with training efforts. (from meeting)

There remains a shortage of bilingual certified teachers across the state. Efforts to partner with Angelo State University to address program requirements and recruiting must continue. In addition, efforts need to be made to arrange for candidates certified in shortage areas to visit the district and see all San Angelo has to offer.

Feedback received during the CNA process indicated a possible need for a pay increase for teachers, mentor stipends and an increase in the stipend paid for those with a master's degree. The compensation study, in part, is utilized by district personnel to make these determinations. (from meeting)

Time to plan and implement strategies and ideas learned in professional development session is needed. Processes need to be in place to ensure PD decisions are based on district/campus needs, initiatives and ultimately impact student performance. In addition, PD efforts need to be aligned with T-TESS goals.

Efforts should continue to strengthen the district "leadership pipeline" which includes the Aspiring Administrator's Academy, Instructional Coach training and development, and the assistant principalship. Campus leadership should be supported and provided the growth opportunities necessary to build capacity for instructional leadership.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

San Angelo ISD relies on the in-house developed curriculum framework. Master teachers within the district have helped write the curriculum framework in all core subject areas along with curriculum checks for each 6/12 week periods. The curriculum framework is updated annually with references to textbooks, assessments, and sources considered best practices and resources. These curriculum changes help prepare students for STAAR testing and EOC tests. Sample lessons are included, as well as, STAAR and EOC related questions. (By utilizing outside consultants), training is provided for curriculum writers. Trainings are conducted for campus staff on how to use the curriculum frameworks. The curriculum framework is electronically accessed through the staff portal.

Continued and focused data analysis is a fundamental process of SAISD. We are continuing implementation of Professional Learning Communities (PLC) in the 2016-2017 school year on our secondary and elementary campuses. We use Texas Academic Performance Report (TAPR), (STAAR), EOC, and Performance Based Monitoring Analysis System (PBMAS) as a source of data to discern needs and strengths. Curriculum checks are given at the 9 weeks period and at the 18 weeks period followed by Benchmarks in elementary; and at the 18 weeks period and at the 24 weeks period followed by Benchmarks in secondary. Common assessments are being used, and we are working to align EOC's to common assessments.

*Students are offered opportunities for credit recovery through accelerated instruction in middle school and high school. A+LS and OdysseyWare are resources used to assist with credit recovery.*

### **Curriculum, Instruction, and Assessment Strengths**

The district has hired an Executive Director of Curriculum and Instruction as well as a Director of Elementary Curriculum and Instruction, and a Director of Secondary Curriculum and Instruction. These positions will strengthen curriculum alignment and improve instruction district-wide. The department launches in July of 2016.

Curriculum writing efforts have provided beneficial tools such as the curriculum framework, curriculum checks and writing initiatives.

Instructional coaches work with teachers across the district on district initiatives and specific strategies to improve student performance. In addition, they participate in PLCs, assisting with lesson design, assessment and alignment.

SAISD has a terrific tutor program throughout the district. The campus administration has the discretion to utilize tutoring services on their campuses to be the most beneficial to their students. Many of our retired teachers serve in the tutor role and assist in this area. Tutors are used for ESL, Bilingual, Special Education, At-Risk, Homeless & Neglected students, and available to PNP Schools. We also use our Reading Interventionists in tutoring and RtI small groups.

SAISD instructional aides are a benefit in our classrooms. Aides are highly qualified. Aides serve students in Title I schools and students at-risk of failing.

Other resources and programs contributing to successful curriculum implementation and student success include but are not limited to LLI, Middle School Matters, STEMscopes, Motivation Math, Saxon, and Lexia.

### **Curriculum, Instruction, and Assessment Needs**

A greater understanding of and adherence to vertical and horizontal alignment due to inconsistent implementation between campuses and grade levels.

Additional, specific and in-depth, training in the use of district resources is needed in order to maximize the potential of resources district-wide.

Science and technology curriculum resources need to be updated. Many resources are dated and unreliable.

We need to evaluate the effectiveness of iStation in identifying students in K-2 that need reading intervention. Fewer students are being identified as compared to years past when TPRI was used.

# Family and Community Involvement

## Family and Community Involvement Summary

San Angelo Independent School District makes every effort to build capacity by promoting parent and community engagement. The district welcomes parents and community members to actively participate in all facets of the students' educational process. Communication is key to the effectiveness of all family and community involvement. Parents and community members are provided a variety of opportunities for active, collaborative involvement. The district will offer and conduct meetings, programs, workshops, and outreach efforts on a continuous basis throughout the year. This will foster partnerships between all stakeholders and schools.

## Family and Community Involvement Strengths

Effective communication is maintained by the use of the district and campus websites, newsletters, fliers, and social media outlets. The San Angelo Independent School District and campus web-sites provide up to date information to parents and the community. District and campus activities/meetings conducted provide an opportunity for parents and community to stay informed of important happenings including:

- District and Campus Site Base Committee Meetings
- District and Campus Meetings
- School Health Advisory Council (SHAC)
- SAISD channel 4 focusing on school news and activities
- Open House/Meet the Teacher
- SAISD Home Access Center
- My School Bucks

Our community members have opportunities to receive information and be involved in our district in a variety of ways. Community Partnerships provide a wealth of support to our campuses including:

- Church Organizations "Adopt a School" Program
- House of Faith
- Rust Street Ministries
- Goodfellow AFB (Services include):
  1. Shared Medical Emergency Training for decontamination and mass casualty exercises;
  2. Use of building for tactical training for police, sheriffs, medical centers, and the base;
  3. Shared national incident management and emergency management training;

4. Shared use of firing range and dye marking cartridge training;
5. New PK-12 student sponsorship program for smooth transitions;
6. Shared vehicle maintenance among city, school district, county, and base
7. Improved child care during non-standard work hours;

- Junior League of San Angelo Weekend Food Program
- Cultural Affairs Council
- Leadership San Angelo
- Sonrisas Therapeutic Riding for Special Needs Program
- San Angelo Symphony
- Rotary Club
- San Angelo Schools Foundation
- Organization Mentors
- Angelo State University Student Volunteer Program
- DESK Project
- Booster Clubs
- PTA/PTO
- Big Brother/Big Sister
- United Way of the Concho Valley
- ADACC - Alcohol and Drug Abuse Council of the Concho Valley
- CARES - Community Act in Resources for Improvement and Success
- MHMR - Mental Health Retardation of the Concho Valley
- San Angelo Kiwanis Club
- Chamber of Commerce P-16 Committee
- Youth Advocacy Program (YAP)
- SAISD Food Service Summer Feeding Program
- West Texas Training Center Board (WTTC)
- Community Resource Coordination Group (CRCG)
- Children's Advocacy Center
- San Angelo Museum of Fine Arts
- Kids Coalition
- Education Service Center, Region XV
- YMCA

Staff members collaborate, partner, and communicate with parents through phone calls, conferences, e-mail, and informative meetings in a language best understood by the parents.

Every independent school system is required by law to have a School District Health Advisory Council (SHAC), of which the majority of members must be

parents who are not employed by the school district. Title 2, Chapter 28, Section 28.004 of the Texas Education Code at <http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm> details the specifics of this mandate.

San Angelo ISD maintains a positive relationship with our Private Non Profit schools in the San Angelo area that partner with our district. Participating for 2016-2017 is: Angelo Catholic and Trinity Lutheran School.

### **Family and Community Involvement Needs**

San Angelo ISD recognizes that efforts to provide more opportunities for parental input and engagement is necessary. Our district is exploratory for more effective means of two-way communication between home and school. Training to assist our staff to provide the most effective ways to communicate is essential. Efforts to implement a publicity campaign is in development. Awareness in the community to increase participation in the SAISD Volunteer Program is needed. Our district currently has a partnership with the Military Mentors (HANKS) program, but would like to increase the opportunity for involvement to other campuses. Parent education classes that will provide information on the district instructional practices, drug/alcohol abuse awareness, and bullying awareness should be offered annually.



# Technology

## Technology Summary

The Technology Department provides technical support, training, and technology resources to the school district under the supervision of Charlyn Doyle, Director of Technology. In the district's effort to continue to transform the learning process for all students, San Angelo ISD continues to concentrate on integrating technology into the district instruction. Developing 21<sup>st</sup> century skills including: planning, critical thinking, reasoning and creativity, that are recognized to deepen and enhance student learning processes and academic outcomes, is necessary for future opportunity and success. District expectations regarding technology are outlined in the San Angelo ISD Technology Plan.

## Technology Strengths

The San Angelo ISD Technology Department offers a wide variety of support and assistance to enhance the use of technology within our district. District and campus administration have set a vision for creating learning experiences that provide the right tools and supports for all learners by emphasizing the use of technology in the classrooms. Many campuses are implementing "bring your own device" (BYOD) for instructional purposes. Many classrooms throughout the district are equipped with ceiling mounted projectors, document/web cameras, sound reinforcement, teacher laptop, docking station, and student access to various technologies. All district facilities have wireless access. SAISD maintains a district website, as well as, campus and department webpages to provide up-to-date information regarding our district to parents and community. Our district has an electronic professional development system for maintaining district staff development records, as well as, provide online training resources.

## Technology Needs

While our instructional program is infused with technology; continued growth in the delivery of our curriculum content and instructional practices remains necessary. Increasing technology integration into the curriculum across the grade levels and subject areas in order to meet TEKS requirements will support student academic achievement. San Angelo ISD needs to continue to increase the internet bandwidth capacity as internet demands and needs increase. The capability to restrict students from accessing inappropriate sites while using Ipads or Macbooks is extremely important and we are working with the distributors for assistance. District campuses are on a replacement cycle to assist in replacing outdated equipment. Campuses would like to add more technology labs, and classrooms would like to have access to their own set of devices. Technology resources and programs are in high demand to enhance student achievement. More opportunity for technology assistance during the completion of online district applications would increase our applicant and volunteer pool. Many stakeholders would like to see the opportunity for students to have access to keyboarding and basic skills classes. Additional training and support is needed to increase the knowledge base of all staff. Parents of SAISD students can access their child's grades and attendance information on the internet through the use of the Home Access Center. We will be expanding parent opportunity to view this information by utilizing the mobile device Home Access Center. Our technology department will continue to update, maintain and support key software resources; for example, the

student and financial information systems, library software program, and curriculum related software packages.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

- Student failure and/or retention rates

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Professional development needs assessment data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data





# Goals

## Goal 1: Provide student achievement at the highest levels.

**Performance Objective 1:** By May, 2017, SAISD, all students, race ethnicity groups and economically disadvantaged students will meet or exceed System Safeguard standards in all subject areas.

**Summative Evaluation:** STAAR performance data; Index 1; Index 2; System Safeguards


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 1.1.1 Teachers use high yield strategies.		Walk-Through Team; and Principals	Lesson plans, walk-through logs, STAAR			
Funding Sources: General Funds						
2) 1.1.2 Tier 1 Instruction utilizing gradual release process, modeling, and teacher feedback.	2, 9	Executive Director of Curriculum and Instruction; Directors of Curriculum and Instruction; and Instructional Coaches	Lesson plans and observed lessons that demonstrate instruction of targeted objectives at the appropriate level			
Funding Sources: Title I, Part A						
3) 1.1.3 Provide training on TEKS deconstruction and follow up so teachers have deep understanding of learning objectives and expected outcomes.	4	Executive Director of Curriculum and Instruction; Directors of Curriculum and Instruction; Instructional Coaches	Lesson plans and observed lessons that demonstrate instruction of targeted objectives at the appropriate level			
Funding Sources: Title I, Part A, Title II, Part A						
4) 1.1.4 Adhere to established curriculum to ensure horizontal and vertical alignment.		Executive Director of Curriculum and Instruction; Directors of Curriculum and Instruction; Instructional Coaches; and Principals	Student mastery of objectives as evidenced on curriculum checks			

5) 1.1.5 Provide support for students entering a new campus through campus visits, parent meetings, and counseling services to ensure successful transition and assimilation. (inter and intra-district transfers)	7	Director of Assessment and Counselors; and Campus Counselors	6 and 9 week grade reports for students that transfer to campus			
6) 1.1.6 Expand the HANKS (Help A New Kid Succeed) program from seven campuses to 10 campuses.		Executive Director of Federal Programs; and Director of Assessment and Counselors	6 and 9 week grade reports of those students that transfer to the new HANKS schools			
7) 1.1.7 Teachers design lessons that engage students with the content to motivate them to attend school.	8	Teachers; Instructional Coaches; and Principals	Performance on curriculum check, benchmarks and STAAR; Student attendance reports			
8) 1.1.8 Science vocabulary emphasized and aligned at PLC's.		Executive Director of Schools; and Principals	Science STAAR Scores			
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p>	9	Teachers; Principals; and Executive Directors of Schools	Student performance on curriculum checks, benchmarks and STAAR			
	Funding Sources: Title I, Part A, State Comp Ed					
10) 1.1.10 Ensure students have access to technology devices as necessary to engage with and master objectives.		Director of Technology; Executive Directors; Principals	Walk-throughs; Observations			
11) 1.1.11 Teachers participate in the district curriculum team to develop a viable curriculum and aligned assessments.	8					
12) 1.1.12 District and campus staff in collaboration with parents and community members will identify the educational strengths and areas in need of improvement by examining multiple data sources and activities.	1	District Administration; Campus Administration; Campus staff; parents; and community	Completed comprehensive needs assessment. District and campus sign-in sheets, minutes and agenda's			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** Provide student achievement at the highest levels.

**Performance Objective 2:** By May, 2017, Special Education student performance on state assessments will increase by 5% as compared to 2016 performance.

**Summative Evaluation:** STAAR performance data; Index 1; Index 2; System Safeguards

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p><b>State System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1</p> <p>1) 1.2.1 Provide focused intense small group instruction for students identified for remediation and/or acceleration through RTI, tutorials and summer school.</p>	9	Teachers; Principals; and Executive Directors of Schools	Student performance on curriculum checks, benchmarks and STAAR			
Funding Sources: Title I, Part A, State Comp Ed						
<p><b>State System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 7</p> <p>2) 1.2.2 Provide training for ARD interpreters in the ARD process, confidentiality, guidelines for interpreting, etc.</p>		Director of Special Education	Sign in sheets and lists of trained interpreters (maintained by special education department)			
Funding Sources: Title I, Part A						
<p><b>State System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1</p> <p>3) 1.2.3 Special Education Department will use PIT Crew and other Special Education personnel to help manage behaviors that interfere with learning.</p>		Director of Special Education; and PIT Crew	PIT Crew documentation			
						






**Goal 1:** Provide student achievement at the highest levels.

**Performance Objective 3:** By May, 2017, English Language Learner performance on state assessment will increase by 5% as compared to 2016 performance.

**Summative Evaluation:** STAAR performance data; Index 1; Index 2; System Safeguards

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) 1.3.1 Provide training opportunities to Bilingual/ESL teachers, as well as Content Area teachers who serve LEP students, to include, but not limited to, the following: English Language Proficiency Standards(ELPS), Language Proficiency Assessment Committee (LPAC), Sheltered Instruction (SI),Terra Nova, LAS Links, and Teacher certification for BE and ESL.</p>		Federal Programs Specialist; Principals; and ESC, Region 15	Increase student success as measured by portfolios, diagnostic and alternative assessments, PreLAS and LAS tests, TELPAS, and ISIP by 2% each year			
Funding Sources: Bilingual Funds, General Funds, Title III, Part A LEP						
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>2) 1.3.2 Provide focused intense small group instruction for students identified for linguistic support; remediation and/or acceleration through RTI; tutorials and summer school.</p>		Executive Director of Schools, Bilingual/ESL Specialist, Campus Principal	Rosters and walk-through logs			
Funding Sources: Title III, Part A LEP, Bilingual Funds						
<p align="center"><b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>3) 1.3.3 Meet with district and campus administration and staff to monitor progress and identify needs of EL students to provide interventions and accommodations to support continued growth.</p>		Federal Programs Specialist; Executive Director of Accountability &Federal Programs; and Executive Director of Schools, Campus Principals	An increase in various scores will indicate successful interventions: Curriculum Checks, Benchmark scores, Rosetta Stone, iStation Reading Assessments.			
Funding Sources: Bilingual Funds						
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>4) 1.3.4 Provide supplemental instructional support for LEP students through the use of four ELL Student Support teachers.</p>		Executive Directors: Bilingual/ESL Specialist: and Campus Principals	The Executive Directors and Bilingual/ESL Specialist will collect input and/or feedback from campus staff regarding instructional support for LEP students. Assessment scores, report card grades, and anecdotal evidence will demonstrate student success with additional support.			
Funding Sources: Bilingual Funds						




5) 1.3.5 Provide bilingual/ESL stipends to staff.		Executive Director and Federal Programs Specialist	Teacher Certifications: teacher rosters: and completed documentation			
Funding Sources: Bilingual Funds						
<p style="text-align: center;"><b>State System Safeguard Strategy</b></p> <p style="text-align: center;"><b>Critical Success Factors</b></p> <p style="text-align: center;">CSF 1</p> <p>6) 1.3.6 Supplemental instructional materials/resources will be purchased to enhance Bilingual/ESL programs and content area curriculum during the academic school year.</p>		Federal Program Specialist and Campus Principals	Increase student achievement on: *TELPAS *STAAR *EOC *TAKS			
Funding Sources: Title III, Part A LEP, Bilingual Funds						
<p style="text-align: center;">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 1:** Provide student achievement at the highest levels.

**Performance Objective 4:** By May, 2017, At-Risk student performance on the state assessment will close performance gaps to less than 30% in each subject area as compared to their non At-Risk peers.

**Summative Evaluation:** STAAR performance data; Index 1; Index 2; System Safeguards


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 1.4.1 Provide intervention and acceleration for students identified with delays in reading.		Reading Interventionists; Executive Director of Accountability & Federal Programs; 504 Specialist; and Principals	Student data tracking forms			
	Funding Sources: State Comp Ed, General Funds					
2) 1.4.2 Provide services to students in need of academic assistance through the RtI process.		Principals; Instructional Coaches; and Classroom Teachers	Student RtI records, STAAR scores, I-Station progress reports			
	Funding Sources: Title I, Part A, Title II, Part A, State Comp Ed					
3) 1.4.3 Provide class-size reduction teachers and at-risk support teachers on campuses identified to have the greatest need for improvement in core academic areas.	3	Executive Director of Accountability & Federal Programs; Principals; and Director of Human Resources	Class rosters and student performance on STAAR in classes impacted by strategy			
	Funding Sources: Title I, Part A, Title II, Part A, State Comp Ed					
4) 1.4.4 Provide Pregnancy Related Services that include on-campus support and Comprehensive Education Home Instruction to pregnant students during pregnancy, prenatal, and postpartum periods to help them adjust academically, mentally, and physically to stay in school.		Director of Assessment and Counselors; & Principals	Attendance logs and STAAR scores for home instruction students			
	Funding Sources: General Funds					
5) 1.4.5 Continue the Tiny Texan Day Care for students that are parents.		Director of Career & Technology Education	Sign-in sheets and records kept			
	Funding Sources: General Funds					

6) 1.4.6 Provide focused intense small group instruction for students identified for remediation and/or acceleration through RTI, tutorials, PAYS, homebound instruction and summer school.	9	Teachers; Principals; Executive Directors of Schools; and Instructional Coaches	Student performance on curriculum checks, benchmarks and STAAR			
	Funding Sources: State Comp Ed, Title I, Part A					
7) 1.4.7 Provide assistance for students and their families to remove barriers in school readiness, success and attendance.		School Service Workers; At-Risk Coordinators; and Counselors	Student performance on curriculum checks, benchmarks and STAAR			
	Funding Sources: State Comp Ed					
8) 1.4.8 Provide supplemental services to students identified as Homeless or Neglected.	2, 10	Executive Director: Federal Program Specialist: Campus Principals: At-Risk Coordinators: and Social Service Workers	Daily logs and PEIMS data			
	Funding Sources: Title I, Part A					
9) 1.4.9 Provide a safe alternative education setting for students that have been removed from the regular campus for disciplinary reasons.		DAEP Principal: Director of Pupil Services: and Executive Director	Student performance on assessments			
	Funding Sources: State Comp Ed					
						

**Goal 1:** Provide student achievement at the highest levels.

**Performance Objective 5:** Significant improvements in student writing will result in student performance on STAAR that exceeds state averages for all students and all sub-populations.






**Summative Evaluation:** STAAR performance data; Index 1; Index 2; System Safeguards

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p><b>State System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 3</p> <p>1) 1.5.1 K-3 Teachers will incorporate daily writing instruction within the 120 minute ELA block, covering grade specific TEKS.</p>		Assistant Superintendent of Educational Support Services	Completed regulations in place and approved by the board			
<p><b>State System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1</p> <p>2) 1.5.2 Open ended responses will be used in core subjects to work on expository writing.</p>		Executive Directors of Schools; Walk-Through Team; Principals; and Instructional Coaches	STAAR scores			
<p><b>State System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 7</p> <p>3) 1.5.3 Provide professional development series to include classroom support and coaching to third and fourth grade writing teachers.</p>	4	Executive Directors of Schools; Principals; and Instructional Coaches	Lesson plans, walk-throughs and student performance on writing assessments			
Funding Sources: Title I, Part A, Title II, Part A						
						

**Goal 1:** Provide student achievement at the highest levels.

**Performance Objective 6:** Maintain less than 0.5% dropout rate in middle school and 2% in high school annually for 2016 and 2017.






**Summative Evaluation:** TAPR; Campus Data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 1.6.1 Provide assistance for students and their families to remove barriers in school readiness, success and attendance.		School Service Workers; At-Risk Coordinators; and Counselors	Student performance on curriculum checks, benchmarks and STAAR			
Funding Sources: State Comp Ed						
2) 1.6.2 Limit occurrence of retention through accelerated instruction and credit recovery programs.		Executive Director of Accountability & Federal Programs; Executive Directors of Schools; Director of Assessment & Counselors; Director of Special Education; Counselors; Principals; RtI Team; 504 Specialist; and Instructional Coaches	Student performance on STAAR and course completion; GPC meeting records; TAPR			
<b>State System Safeguard Strategy</b> 3) 1.6.3 Upon receipt of 2016 System Safeguards, review three years of student level graduation cohort data to determine impact of special education services beyond the age of 18 on graduation rates.		Executive Director of Special Education and Executive Director of Federal Programs	Report to CAT			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** Provide student achievement at the highest levels.

**Performance Objective 7:** Maximize the opportunity to provide services, foundation skills and educational experiences to children in pre-kindergarten and Head Start.






**Summative Evaluation:** Enrollment records; Program Evaluations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 1.7.1 Move two PPCD classrooms to Blackshear campus to increase opportunities for PPCD children and Head Start.		Head Start/Early Head Start Director; Executive Director of Special Education	PBMAS Sped Early Childhood Program Rate; Head Start Self Assessment inclusion of students with disabilities			
2) 1.7.2 Give qualifying children living in the attendance zone of full-day pre-kindergarten programs first priority for admission.		Principals; Executive Directors	Increased Pre-K enrollment across the district			
3) 1.7.3 Pilot tuition based admission to Pre-K at 1/2-day sites.		Principals; Executive Directors; and Assistant Superintendent of Business and Support Services	Increased Pre-K enrollment at half-day sites			
4) 1.7.4 Employ eight certified Early Education Teachers to support our Prekindergarten program.	3	Executive Director and Campus Principals	Teacher Certification documentation and teacher rosters			
Funding Sources: Title I, Part A						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## Goal 2: Students graduate from San Angelo ISD college and career ready.

**Performance Objective 1:** Student performance at Postsecondary Readiness and Advanced Standard will increase for all students and all sub-populations by 5% annually.

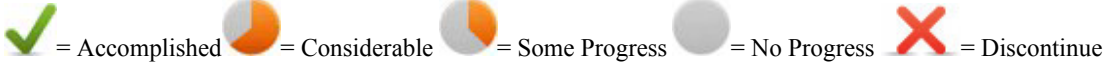
### Summative Evaluation: 2017 STAAR Performance Data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 2.1.1 Create an environment of high expectations with focus on advanced performance rather than pass/fail.		Principals; counselors; and Executive Directors	Student performance on STAAR, benchmarks and curriculum checks			
2) 2.1.2 Provide training on TEKS deconstruction and follow up so teachers have deep understanding of learning objectives and expected outcomes.		Executive Director of Curriculum and Instruction; Directors of Curriculum and Instruction; and Instructional Coaches,	Lesson plans and observed lessons that demonstrate instruction of targeted objectives at the appropriate level			
3) 2.1.3 Train and provide support for teachers in designing lessons that make connections between student interests and experience and the content objectives.		Executive Directors; Directors of Curriculum and Instruction; Instructional Coaches; and Principals	Lesson plans and observations (walk-throughs and formal); Student performance on STAAR, benchmarks and curriculum checks			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** Students graduate from San Angelo ISD college and career ready.

**Performance Objective 2:** 85% of students graduating in 2017 will be College and Career Ready Graduates.

**Summative Evaluation:** 2018 STAAR Performance Data; Index 4; TAPR






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 2.2.1 Promote CTE program and ensure accurate coding of students enrolled in a coherent sequence of CTE courses.		Director of Career and Technical Education; Counselors; and Data Clerks	PEIMS reports; College and Career Ready Graduate Rates on TAPR and Index 4			
2) 2.2.2 Increase promotion of advanced and dual credit courses through communication of benefits and early foundational preparation for course entry through success on TSI, ACT, SAT or STAAR.		Principals; Director of Assessment and Counselors; Advanced Academic Specialist; Counselors; and Executive Directors	College and Career Ready Graduate Rates on TAPR and Index 4			
Funding Sources: High School Allotment						
3) 2.2.3 Provide career counseling and career assessment at all levels.		Director of CATE; Director of Assessment; and Counselors	Completed counseling logs; graduation plans; and career assessments.			
Funding Sources: General Funds						
						



**Goal 2:** Students graduate from San Angelo ISD college and career ready.

**Performance Objective 3:** Increase the percentage of students graduating under either the RHSP/DAP or the Foundation High School Program (FHSP) with an endorsement for all students, white and Hispanic by 5% each year for the next two years and African American by 10% each year for the next three years. (note: 2017 is the last year students can graduate under RHSP/DAP)

**Summative Evaluation:** Index 4; TAPR


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 2.3.1 Begin promoting endorsements in the middle schools and informing students and parents of options, guidance opportunities and the benefits of graduating with an endorsement.		Principals; Director of Assessment and Counselors; Counselors; and Executive Directors	TAPR, PEIMS reports and class rosters			
2) 2.3.2 Ensure procedures are in place and implemented toward maintenance of endorsement pursuit by all students.		Director of Assessment and Counselors; Counselors; Executive Directors; Principals	TAPR and PEIMS reports			
3) 2.3.3 Afford counselors the opportunity to meet with students in a guidance capacity.		Principals; Director of Assessment and Counselors; Executive Directors;	Schedules			
4) 2.3.4 Monitor impact of disciplinary placements on student pursuit of RHSP/DAP and Foundation Plan with Endorsements.		Director of Pupil Services with Director of Assessment and Counselors; Executive Directors	CAT Report			
5) 2.3.5 Provide opportunities for students to take academically rigorous courses.		Executive Directors; Campus principals; and program manager	High School Credits earned and student performance on SAT/ACT			
Funding Sources: High School Allotment						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3: Maintain fiscal responsibility and design/implement a facilities plan that addresses current and future needs of the district in order to fulfill the vision, mission, beliefs and goals adopted by the board.**

**Performance Objective 1:** A balanced budget will be adopted that supports the vision, mission, and beliefs of the district while ensuring the achievement of the goals of the district. Facilities plan used to sustain and maintain adequate facilities.

**Summative Evaluation:** Fiscal responsibility apparent through students and staff are given adequate materials and supplies to become successful. Facilities available to enrich learning environment and adequately house students and staff.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 3.1.1 Continue training on elements of performance-based approach to budgeting and provide training to new program managers		Asst. Superintendent of Business & Support Services; and Superintendent of Schools	Training completed and sign-in sheets			
2) 3.1.2 Federal and State Program Departments will provide support and resources to campuses and departments for the compliant implementation of Federal and State Program areas.	10	Program Managers, Director of Financial Services; Comptroller; and Asst. Superintendent of Business & Support Services	Training completed and sign-in sheets			
Funding Sources: Title I, Part A						
3) 3.1.3 Revise local staffing formulas, staffing patterns, and transfer policies to strive for campus equity.		Assistant Superintendent of Educational Support Services; Assistant Superintendent of Human Resources & Professional Development; Directors of Human Resources; Assistant Superintendent of Business & Support Services; and Director of Pupil Services	Approved staffing formula			




4) 3.1.4 Attend federal and state program conferences, webinars and workshops provided at ESC 15 and outside entities. Provide technical assistance and guidance for the use of Title I funds.	4	Director of Financial Services; Director of Purchasing; Executive Director of Accountability & Federal Programs; and Federal Programs Specialist	Distribution of Title I budget binders in Fall and training of campus administration about Title I uses; Conference and training attendance documentation			
Funding Sources: Title I, Part A, Title II, Part A, Title III, Part A LEP						
5) 3.1.5 Review and revise the preventative maintenance schedule that allows for replacement of mechanical equipment.		Director of Maintenance; and Principals	Preventative maintenance schedule completed			
6) 3.1.6 Review and revise the staffing plan for maintenance that allows for proper maintenance of district facilities.		Assistant Superintendent of Business & Support Services; and Director of Maintenance	Staffing plan in place			
7) 3.1.7 Conduct a facility assessment to create a long-range facility plan and report to the Board of Trustees.		Superintendent of Schools; and Assistant Superintendent of Business & Support Services	Copy of review and board agendas; updated assessment completed September 2015			
8) 3.1.8 Review and revise the District Technology Plan to reflect requirements of the Facilities Assessment Plan and needs of Summer School and Accelerated Instruction.		Director of Technology	Expanded section in District Technology Plan for facilities and budget allocations			
9) 3.1.9 SAISD Federal Programs Department will collaborate with SAISD Business and Support Services Department to comply with Section 1120A fiscal requirements.		Executive Director of Accountability & Federal Programs; Director of Financial Services; and Coordinator of Budget/Cash Manager	Reports annually to TEA, including MOE equity			
						

## Goal 4: Improve Communications between all stakeholders and the district.

**Performance Objective 1:** Increase family and community engagement through volunteering and participation in school activities.

### Summative Evaluation: Participation Logs


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 4.1.1 Provide a variety of opportunities and methods (not limited to technology) by which individuals can sign up to volunteer and get involved in school activities.		Director of Assessment & Counselors; Director of Career & Technical Education; and Counselors	VIPs participation and sign-in sheets at parent involvement events			
2) 4.1.2 Use multiple modalities to announce opportunities in English and Spanish for volunteering and getting involved in schools.		Director of Assessment & Counselors; Counselors; and Principals	Copies of notices in English and Spanish			
3) 4.1.3 Coordinate and provide the opportunities that develop awareness of the Texas Grant Program and the need to begin careful graduation planning and course selection beginning in the sixth grade.		Director of Assessment & Counselors; Director of Career & Technical Education; and Counselors	Sign-in sheets, meeting agendas, campus newsletters, copies of news articles			
4) 4.1.4 Provide verbal and/or written information in a form and language that can be understood by parents .	6	Principals; and Public Information Officer	Information printed in both languages			
Funding Sources: Title I, Part A						
5) 4.1.5 Solicit parent involvement with personal invitation to participate and serve on campus committees. Assist Title I campuses in developing and completing Title I program parent compacts, and parental involvement policies. Invite parents to Parental Involvement Conference.	1, 6	Principals; Federal Programs Specialist; and Executive Director of Accountability & Federal Programs	Invitations, sign-in sheets, parent compacts, and Parental Involvement Policies during registration periods, Parent's Night, and Open House			
Funding Sources: Title I, Part A						
6) 4.1.6 Expand Home Access Center to include mobile application.	6	Director of Data Services; and Public Information Officer	Parent access documentation			
Funding Sources: Title I, Part A						

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 4:** Improve Communications between all stakeholders and the district.

**Performance Objective 2:** Finalize and launch the comprehensive publicity campaign.


**Summative Evaluation:** Plan including evaluation of impact; survey data.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 4.2.1 Conduct community survey and use data to help determine areas of emphasis.		Public Information Officer	Survey and results			
2) 4.2.2 Meet with contracted firm to finalize next steps.		Public Information Officer	Agenda and minutes			
3) 4.2.3 Communicate campaign to key stakeholders.		Public Information Officer	Copies of communication efforts, meeting agendas and sign-in sheets			
						

**Goal 5: Secure and retain effective staff that are reflective of and responsive to the districts' student body.**

**Performance Objective 1:** 100% of teachers will be state certified and teacher aids will be "Highly Qualified".

**Summative Evaluation:** TAPR and locally generated reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 5.1.1 Conduct recruitment activities to ensure highly qualified personnel in all positions: Job Fairs; Posting vacancies on multiple sites; Maintain active web page; Administrator's Academy, recruit student teachers in our schools.	3, 5	Assistant Superintendent of Human Resources & Professional Development; Directors of Human Resources; and Principals	All teachers will be "highly qualified" and all vacancies will be posted on the SAISD web page and Channel 4; TEA Highly Qualified Report			
				Funding Sources: Title II, Part A, Bilingual Funds		
2) 5.1.2 Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing to ensure all staff are meeting highly qualified requirements.	3, 5	Assistant Superintendent of Human Resources & Professional Development; and Director of Human Resources	Teacher Certifications, Attestation Reports completed by principals, and TEA Highly Qualified Report			
				Funding Sources: Bilingual Funds, General Funds		
						


**Goal 5:** Secure and retain effective staff that are reflective of and responsive to the districts' student body.

**Performance Objective 2:** The district will be able to hire and retain quality staff by offering competitive salaries and high quality opportunities for personal targeted growth based on student needs.

**Summative Evaluation:** District Compensation Study compared to salary schedule; T-TESS; STAAR

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 5.2.1 Provide incentives for SAISD Bilingual Certified teachers in an effort to recruit and retain them in the district.		Assistant Superintendent of Human Resources & Professional Development; Title I, ESL, Bilingual & Migrant Specialist	Increase in Number of Bilingual Certified Teachers			
	Funding Sources: Bilingual Funds, General Funds					
2) 5.2.2 Provide services to Private-Non-Profits to obtain high quality staff development and consult with PNP's several times a year to offer Federal services and discuss effective practices, as well as inventory purchases and assess impact of federal aid.	10	Executive Director of Accountability & Federal Programs	Staff development attendance documentation, walk-throughs			
	Funding Sources: Title II, Part A, Title I, Part A					
3) 5.2.3 Provide training on the district curriculum and high yield instructional strategies with examples of expectations: Professional Learning Community (PLC's), Common Assessments, RtI, & Phonics Program	8	Assistant Superintendent of Human Resources & Professional Development; and Director of Human Resources	Staff development attendance documentation, walk-throughs			
	Funding Sources: General Funds					
4) 5.2.4 Continue to use recently conducted compensation study to drive salary determinations.		Assistant Superintendent of Human Resources & Professional Development; and Director of Human Resources	Annual Comparative Salary Data			
	Funding Sources: General Funds					



5) 5.2.5 Provide formal mentor program for new teachers and principals.		Assistant Superintendent of Human Resources & Professional Development; and Director of Human Resources	Mentor documentation; Sign-in sheets			
6) 5.2.6 Provide targeted specific training in the effective use of programs and resources.	4	Assistant Superintendent of Human Resources & Professional Development; Director of Human Resources; Executive Directors	Staff development attendance documentation, walk-throughs			
Funding Sources: Title I, Part A, State Comp Ed, Bilingual Funds, Title II, Part A						
7) 5.2.7 Provide professional development to staff on how to incorporate technology in the curriculum and support 21st century learning.	4	Assistant Superintendent of Human Resources & Professional Development; Director of Human Resources; Technology Training & Professional Development Manager	Staff development attendance documentation, walk-throughs			
Funding Sources: Title I, Part A, Title II, Part A, General Funds						
8) 5.2.8 Provide professional development in the use of culturally responsive teaching techniques to address the specific needs of an increasingly diverse and low-socioeconomic population.	4	Assistant Superintendent of Human Resources & Professional Development; Director of Human Resources; Executive Directors	Staff development attendance documentation, walk-throughs			
Funding Sources: Title I, Part A, Title II, Part A						
						

**Goal 5:** Secure and retain effective staff that are reflective of and responsive to the districts' student body.

**Performance Objective 3:** Build instructional leadership capacity through targeted professional development and district level support of T-TESS implementation.

**Summative Evaluation:** STAAR; T-TESS; T-PESS

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 5.3.1 Provide teachers, principals, and other administrators with sustained, intensive, classroom-focused professional development to address the learning needs of all students, particularly in the areas of PLC's (Professional Learning Community) teacher-created common assessments, and STAAR. Provide substitutes for teachers during training.	4, 8	Assistant Superintendent of Human Resources & Professional Development; Executive Director of Accountability & Federal Programs; Assistant Superintendent of Educational Support Services; and Principals	Increased student success as measured by STAAR and I-SIP data			
2) 5.3.2 Provide networking opportunities and training for Instructional Coaches, including training in Results Coaching, but not limited to Results Coaching.	4	Principals; Education Service Center, Region 15; and Executive Director of Accountability & Federal Programs	Sign-in sheets and session agenda from Executive Director of Accountability & Federal Programs			
3) 5.3.3 Education Service Center, Region 15 provides training, information, and assistance with grant management.	4	Executive Director of Accountability & Federal Programs; and Education Service Center, Region 15	Sign-in sheets from trainings			
4) 5.3.4 Provide Aspiring Administrators' Academy for Assistant Principals and teachers to advance careers and develop leadership talent.		Superintendent of Schools	Home grown administrators placed in our school upon vacancies			


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

## Goal 6: Sustain a safe and secure environment.

**Performance Objective 1:** Optimize the learning environment and support the instructional program of the district with the development and implementation of a district wide safety plan.

**Summative Evaluation:** A comprehensive long-range safety plan in place.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 6.1.1 Develop, test, and implement a data and telecommunications network disaster recovery and restoration plan to minimize natural and unnatural risks to the district's information assets		Safety & Compliance Specialist; and Director of Technology	Published and tested business continuity and disaster recovery plan			
2) 6.1.2 Provide Security officers on secondary campuses.		Safety & Compliance Specialist; Assistant Superintendent of Business & Support Services; Principals; and Campus Safety Committee	Documentation that threat assessments and safety checks have been completed			
Funding Sources: General Funds						
3) 6.1.3 Certify designated first responders on each campus in CPR and First Aid		Coordinator of Health Services; Campus Nurses; and Principals	Record of certifications earned by personnel designated in campus crisis plans			
4) 6.1.4 Train all district employees in blood borne pathogens		Coordinator of Health Services; and Campus Nurses	Electronic assessment results			
5) 6.1.5 Train all assigned campus personnel on medication administration		Coordinator of Health Services	Training sign-in sheets; results of assessment			


6) 6.1.6 Provide training for all staff in recognition and prevention of harassment including: disability harassment and sexual harassment, dating violence, reporting child abuse and maltreatment, bullying, and suicide. Follow Board policy when addressing these issues.		Assistant Superintendent of Human Resources & Professional Development; Directors of Human Resources; Campus Administrators; Counselors; Director of Assessment & Counselors; and Nurse	Credit of attendance in Eduphoria Workshop, and Comprehensive Needs Assessment			
Funding Sources: General Funds						
7) 6.1.7 Provide healthy choices and activities through physical fitness and nutrition programs: Fitness Gram, SHAC, Catch in Motion, Off-Campus PE program for grades 7-12, Kids' Marathon for grades 1-6, Little Olympics for grades 3-6, and school lunch/breakfast program		Executive Director of Athletics; Coordinator of Health Services; and Director of Food Service	Lesson plans showing activities incorporated and reflecting Fitness Gram and Catch Program agendas, minutes, and sign-ins; SHAC meetings; Credits given for off-campus PE programs; Food Service menus are certified to meet all USDA nutritional standards. School website provides nutritional resources for students, parents, and teachers			
8) 6.1.8 Evaluate culture and climate on campuses		Principals; and Administrative Team	Walk-through, principal meeting discussions, surveys, and CNAs			
9) 6.1.9 Provide ongoing staff development in workplace safety and security		Safety & Compliance Specialist	Sign-in sheets for training, agendas, and evaluations of trainings, and comprehensive needs assessment			
10) 6.1.10 Train staff on a full continuum of positive behavioral intervention strategies and professionally accepted practices and standards for behavior management, including training on restraint and time-out (Required by Texas Behavior Support Initiative --SB 1196)	4	Assistant Superintendent of Human Resources & Professional Development; Director of Special Education; and Supervisors of Special Education	ESC/district staff development records, and ESC, Region 15 documentation (required)			
Funding Sources: Title I, Part A						
						

**Goal 6:** Sustain a safe and secure environment.

**Performance Objective 2:** Reduce the number of discretionary placements to DAEP by 5%.

**Summative Evaluation:** PBMAS

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) 6.2.1 Provide staff development in discipline management and drug/violence prevention awareness for all instructional staff including special needs staff.		Principals; Instructional Coaches; Asst. Superintendent of Human Resources & Professional Development; Special Education staff; and Counselors	Credit of attendance in Eduphoria workshop, and reduction in drug/violent incidents			
2) 6.2.2 Develop strategies at each campus that address a prevention and intervention plan that will decrease PEIMS discipline referrals that result in an off campus placement by 1% annually.		Director of Pupil Services; Principals; and Campus Site-Based Committees	1% reduction in PEIMS discipline incidents from previous year			
3) 6.2.3 Provide training for students and staff in recognition and prevention of disability harassment in school, dating violence, bullying, sexual abuse, unwanted physical and/or verbal aggression, and sexual harassment on school grounds or in school vehicles. See Board Policy FFI (Local)		Asst. Superintendent of Human Resources and Professional Development; Executive Directors of Schools; & Principals	Sign-in sheets from training, individually signed receipts of training modules completed; Parent Student Handbook - Sexual Abuse Information)			
4) 6.2.4 Provide information to parents, regarding awareness and strategies to recognize sexual abuse or other maltreatment, early mental health intervention, suicide intervention and seek professional guidance.		Director of Pupil Services	Parent Student Handbook - Child Sexual Abuse Information			
5) 6.2.5 Provide early intervention strategies through counseling and behavior modification sessions to reduce placement assignments in DAEP setting. SAISD supplies staff at Juvenile Justice Center facility and River Crest to deliver instruction to students in those facilities.		Director of Pupil Services	Sign-in sheets from training, individually signed receipts of training modules completed; Parent Student Handbook - Sexual Abuse Information)			
6) 6.2.6 Students attending a DAEP setting will receive behavior modification classes and instruction at least 2 hours weekly in behavior modifications. The program will include academic endeavors to support student learning and career presentations by community members to promote career awareness and opportunities for employment .		Executive Director of Schools; Director of Assessment and Counseling; Principal	Lesson Plans and rosters			

7) 6.2.7 Ensure all principals are aware of alternatives to DAEP placement.	Executive Directors; Asst. Superintendent of Human Resources and Professional Development	Training and meeting agendas and sign-in sheets			
8) 6.2.8 Pilot Capturing Kids Hearts on three campuses.	Assistant Superintendent of Educational Support Services; Executive Directors	Training, meeting and walk-through logs			
					

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	9	1.1.9 Provide focused intense small group instruction for students identified for remediation and/or acceleration through RTI, tutorials, summer school, and utilization of instructional coaches and aides.
1	2	1	1.2.1 Provide focused intense small group instruction for students identified for remediation and/or acceleration through RTI, tutorials and summer school.
1	2	2	1.2.2 Provide training for ARD interpreters in the ARD process, confidentiality, guidelines for interpreting, etc.
1	2	3	1.2.3 Special Education Department will use PIT Crew and other Special Education personnel to help manage behaviors that interfere with learning.
1	3	1	1.3.1 Provide training opportunities to Bilingual/ESL teachers, as well as Content Area teachers who serve LEP students, to include, but not limited to, the following: English Language Proficiency Standards(ELPS), Language Proficiency Assessment Committee (LPAC), Sheltered Instruction (SI), Terra Nova, LAS Links, and Teacher certification for BE and ESL.
1	3	2	1.3.2 Provide focused intense small group instruction for students identified for linguistic support; remediation and/or acceleration through RTI; tutorials and summer school.
1	3	4	1.3.4 Provide supplemental instructional support for LEP students through the use of four ELL Student Support teachers.
1	3	6	1.3.6 Supplemental instructional materials/resources will be purchased to enhance Bilingual/ESL programs and content area curriculum during the academic school year.
1	5	1	1.5.1 K-3 Teachers will incorporate daily writing instruction within the 120 minute ELA block, covering grade specific TEKS.
1	5	2	1.5.2 Open ended responses will be used in core subjects to work on expository writing.
1	5	3	1.5.3 Provide professional development series to include classroom support and coaching to third and fourth grade writing teachers.
1	6	3	1.6.3 Upon receipt of 2016 System Safeguards, review three years of student level graduation cohort data to determine impact of special education services beyond the age of 18 on graduation rates.



## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	3	1.3.3 Meet with district and campus administration and staff to monitor progress and identify needs of EL students to provide interventions and accommodations to support continued growth.

# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
1997117803828P11	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
1997310404230S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,130.00
1997110100124S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$187,900.00
1997310504330S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,155.00
1997110200230S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$229,081.00
1997310604530S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$43,560.00
1997110304130S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$69,420.00
1997110404230S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$40,400.00
1997110504330S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$43,500.00
1997110604530S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$28,877.00
1997115200124S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$288,900.00
1997116186124S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$386,788.00
1997116480224S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$207,653.00
1997116869924P11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$275,000.00
1997117803828S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$441,950.00
1997237803828S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$128,000.00
1997310100124S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$82,790.00
1997310200230S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,321.00
1997310304130S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$49,245.00
1997111611030P11	6125 Salary Support - Locally Defined	\$19,360.00
1997111711130P11	6125 Salary Support - Locally Defined	\$12,800.00
1997111811230P11	6125 Salary Support - Locally Defined	\$17,360.00

1997110100124P11	6125 Salary Support - Locally Defined	\$36,683.00
1997111911330P11	6125 Salary Support - Locally Defined	\$33,200.00
1997110200230P11	6125 Salary Support - Locally Defined	\$31,000.00
1997112011430P11	6125 Salary Support - Locally Defined	\$18,240.00
1997110304130P11	6125 Salary Support - Locally Defined	\$43,324.00
1997112111530P11	6125 Salary Support - Locally Defined	\$11,520.00
1997110404230P11	6125 Salary Support - Locally Defined	\$34,615.00
1997112211630P11	6125 Salary Support - Locally Defined	\$15,840.00
1997110504330P11	6125 Salary Support - Locally Defined	\$11,169.00
1997112412324P11	6125 Salary Support - Locally Defined	\$22,400.00
1997110604530P11	6125 Salary Support - Locally Defined	\$19,372.00
1997112511930P11	6125 Salary Support - Locally Defined	\$20,560.00
1997110710130P11	6125 Salary Support - Locally Defined	\$15,600.00
1997112612030P11	6125 Salary Support - Locally Defined	\$11,680.00
1997110810230P11	6125 Salary Support - Locally Defined	\$21,760.00
1997116480224P11	6125 Salary Support - Locally Defined	\$10,000.00
1997110910330P11	6125 Salary Support - Locally Defined	\$17,360.00
1997116486124P11	6125 Salary Support - Locally Defined	\$99,028.00
1997111112224P11	6125 Salary Support - Locally Defined	\$12,800.00
1997111210524P11	6125 Salary Support - Locally Defined	\$19,040.00
1997111310630P11	6125 Salary Support - Locally Defined	\$24,800.00
1997111410830P11	6125 Salary Support - Locally Defined	\$12,080.00
1997112412324S11	6129 Salaries or Wages for Support Personnel	\$22,777.00
1997322511930S11	6129 Salaries or Wages for Support Personnel	\$17,963.00
1997112612030S11	6129 Salaries or Wages for Support Personnel	\$15,409.00
1997322612030S11	6129 Salaries or Wages for Support Personnel	\$8,994.00
1997117803828S11	6129 Salaries or Wages for Support Personnel	\$83,802.00
1997237803828S11	6129 Salaries or Wages for Support Personnel	\$46,223.00

1997320710130S11	6129 Salaries or Wages for Support Personnel	\$22,166.00
1997320810230S11	6129 Salaries or Wages for Support Personnel	\$17,945.00
1997320910330S11	6129 Salaries or Wages for Support Personnel	\$17,989.00
1997321310630S11	6129 Salaries or Wages for Support Personnel	\$17,989.00
1997321410830S11	6129 Salaries or Wages for Support Personnel	\$17,989.00
1997321611030S11	6129 Salaries or Wages for Support Personnel	\$18,971.00
1997321711130S11	6129 Salaries or Wages for Support Personnel	\$8,972.00
1997110304130S11	6129 Salaries or Wages for Support Personnel	\$15,105.00
1997321811230S11	6129 Salaries or Wages for Support Personnel	\$17,963.00
1997110604530S11	6129 Salaries or Wages for Support Personnel	\$37,506.00
1997321911330S11	6129 Salaries or Wages for Support Personnel	\$23,071.00
1997111112224S11	6129 Salaries or Wages for Support Personnel	\$15,455.00
1997322011430S11	6129 Salaries or Wages for Support Personnel	\$8,994.00
1997111210530S11	6129 Salaries or Wages for Support Personnel	\$19,212.00
1997322111530S11	6129 Salaries or Wages for Support Personnel	\$18,971.00
1997112011430S11	6129 Salaries or Wages for Support Personnel	\$22,555.00
1997322211630S11	6129 Salaries or Wages for Support Personnel	\$17,989.00
1997110504330S11	6141 Social Security/Medicare	\$631.00
1997310504330S11	6141 Social Security/Medicare	\$785.00
1997110604530S11	6141 Social Security/Medicare	\$963.00
1997320710130S11	6141 Social Security/Medicare	\$321.00
1997111112224S11	6141 Social Security/Medicare	\$224.00
1997320810230S11	6141 Social Security/Medicare	\$260.00
1997111210530S11	6141 Social Security/Medicare	\$279.00
1997320910330S11	6141 Social Security/Medicare	\$261.00
1997112011430S11	6141 Social Security/Medicare	\$327.00
1997321310630S11	6141 Social Security/Medicare	\$261.00
1997112412324S11	6141 Social Security/Medicare	\$330.00

1997321410830S11	6141 Social Security/Medicare	\$261.00
1997112612030S11	6141 Social Security/Medicare	\$223.00
1997321611030S11	6141 Social Security/Medicare	\$275.00
1997115200124S11	6141 Social Security/Medicare	\$4,188.00
1997321711130S11	6141 Social Security/Medicare	\$130.00
1997116186124S11	6141 Social Security/Medicare	\$5,611.00
1997321811230S11	6141 Social Security/Medicare	\$260.00
1997116480224S11	6141 Social Security/Medicare	\$3,011.00
1997321911330S11	6141 Social Security/Medicare	\$335.00
1997117803828S11	6141 Social Security/Medicare	\$7,623.00
1997322011430S11	6141 Social Security/Medicare	\$130.00
1997237803828S11	6141 Social Security/Medicare	\$2,526.00
1997322111530S11	6141 Social Security/Medicare	\$275.00
1997310100124S11	6141 Social Security/Medicare	\$1,201.00
1997322211630S11	6141 Social Security/Medicare	\$261.00
1997110100124S11	6141 Social Security/Medicare	\$2,724.00
1997310200230S11	6141 Social Security/Medicare	\$860.00
1997322511930S11	6141 Social Security/Medicare	\$260.00
1997110200230S1	6141 Social Security/Medicare	\$3,321.00
1997110304130S11	6141 Social Security/Medicare	\$1,226.00
1997310304130S11	6141 Social Security/Medicare	\$714.00
1997322612030S11	6141 Social Security/Medicare	\$130.00
1997110404230S11	6141 Social Security/Medicare	\$586.00
1997310404230S11	6141 Social Security/Medicare	\$741.00
1997110100124S11	6142 Group Health and Life Insurance	\$16,800.00
1997310200230S11	6142 Group Health and Life Insurance	\$4,200.00
1997322211630S11	6142 Group Health and Life Insurance	\$1,680.00
1997110200230S11	6142 Group Health and Life Insurance	\$21,714.00

1997310304130S11	6142 Group Health and Life Insurance	\$4,200.00
1997322511930S11	6142 Group Health and Life Insurance	\$1,680.00
1997110304130S11	6142 Group Health and Life Insurance	\$10,500.00
1997310404230S11	6142 Group Health and Life Insurance	\$4,200.00
1997322612030S11	6142 Group Health and Life Insurance	\$840.00
1997110404230S11	6142 Group Health and Life Insurance	\$4,200.00
1997310504330S11	6142 Group Health and Life Insurance	\$4,200.00
1997110504330S11	6142 Group Health and Life Insurance	\$4,200.00
1997310604530S11	6142 Group Health and Life Insurance	\$4,200.00
1997110604530S11	6142 Group Health and Life Insurance	\$11,214.00
1997320710130S11	6142 Group Health and Life Insurance	\$2,058.00
1997111112224S11	6142 Group Health and Life Insurance	\$4,200.00
1997320810230S11	6142 Group Health and Life Insurance	\$1,680.00
1997111210530S11	6142 Group Health and Life Insurance	\$4,200.00
1997320910330S11	6142 Group Health and Life Insurance	\$1,680.00
1997112011430S11	6142 Group Health and Life Insurance	\$4,200.00
1997321310630S11	6142 Group Health and Life Insurance	\$1,680.00
1997112412324S11	6142 Group Health and Life Insurance	\$4,200.00
1997321410830S11	6142 Group Health and Life Insurance	\$1,680.00
1997112612030S11	6142 Group Health and Life Insurance	\$4,200.00
1997321611030S11	6142 Group Health and Life Insurance	\$1,680.00
1997116186124S11	6142 Group Health and Life Insurance	\$33,600.00
1997321711130S11	6142 Group Health and Life Insurance	\$840.00
1997116480224S11	6142 Group Health and Life Insurance	\$16,800.00
1997321811230S11	6142 Group Health and Life Insurance	\$1,680.00
1997117803828S11	6142 Group Health and Life Insurance	\$58,800.00
1997321911330S11	6142 Group Health and Life Insurance	\$2,142.00
1997237803828S11	6142 Group Health and Life Insurance	\$16,800.00

1997322011430S11	6142 Group Health and Life Insurance	\$840.00
1996115200124S11	6142 Group Health and Life Insurance	\$0.00
1997310100124S11	6142 Group Health and Life Insurance	\$6,300.00
1997322111530S11	6142 Group Health and Life Insurance	\$1,680.00
1997116480224S11	6143 Workers' Compensation	\$873.00
1997321811230S11	6143 Workers' Compensation	\$75.00
1997117803828S11	6143 Workers' Compensation	\$2,209.00
1997321911330S11	6143 Workers' Compensation	\$97.00
1997237803828S11	6143 Workers' Compensation	\$732.00
1997322011430S11	6143 Workers' Compensation	\$38.00
1996110200230S11	6143 Workers' Compensation	\$759.00
1997310100124S11	6143 Workers' Compensation	\$348.00
1997322111530S11	6143 Workers' Compensation	\$80.00
1996110304130S11	6143 Workers' Compensation	\$299.00
1997310200230S11	6143 Workers' Compensation	\$249.00
1997322211630S11	6143 Workers' Compensation	\$76.00
1996110404230S11	6143 Workers' Compensation	\$173.00
1997310304130S11	6143 Workers' Compensation	\$207.00
1997322511930S11	6143 Workers' Compensation	\$75.00
1996110504330S11	6143 Workers' Compensation	\$171.00
1997310404230S11	6143 Workers' Compensation	\$215.00
1997322612030S11	6143 Workers' Compensation	\$30.00
1996110604530S11	6143 Workers' Compensation	\$249.00
1997310504330S11	6143 Workers' Compensation	\$228.00
1996111112224S11	6143 Workers' Compensation	\$65.00
1997310604530S11	6143 Workers' Compensation	\$183.00
1996111210530S11	6143 Workers' Compensation	\$79.00
1997320710130S11	6143 Workers' Compensation	\$93.00

1996112011430S11	6143 Workers' Compensation	\$92.00
1997320810230S11	6143 Workers' Compensation	\$75.00
1996112412324S11	6143 Workers' Compensation	\$93.00
1997320910330S11	6143 Workers' Compensation	\$76.00
1996112612030S11	6143 Workers' Compensation	\$63.00
1997321310630S11	6143 Workers' Compensation	\$76.00
1996115200124S11	6143 Workers' Compensation	\$1,077.00
1997321410830S11	6143 Workers' Compensation	\$76.00
1996116186124S11	6143 Workers' Compensation	\$1,590.00
1997321611030S11	6143 Workers' Compensation	\$80.00
1997110100124S11	6143 Workers' Compensation	\$790.00
1997321711130S11	6143 Workers' Compensation	\$38.00
1996117803828S11	6145 Unemployment Compensation	\$2,474.00
1996321811230S11	6145 Unemployment Compensation	\$11.00
1996214083024S11	6145 Unemployment Compensation	\$62.00
1996321911330S11	6145 Unemployment Compensation	\$14.00
1995116480224S11	6145 Unemployment Compensation	\$95.00
1996237803828S11	6145 Unemployment Compensation	\$65.00
1996322011430S11	6145 Unemployment Compensation	\$6.00
1996110100124S11	6145 Unemployment Compensation	\$115.00
1996310100124S11	6145 Unemployment Compensation	\$70.00
1996322111530S11	6145 Unemployment Compensation	\$11.00
1996110200230S11	6145 Unemployment Compensation	\$109.00
1996310200230S11	6145 Unemployment Compensation	\$35.00
1996322211630S11	6145 Unemployment Compensation	\$11.00
1996110304130S11	6145 Unemployment Compensation	\$38.00
1996310304130S1	6145 Unemployment Compensation	\$38.00
1996322612030S11	6145 Unemployment Compensation	\$6.00



1996110404230S11	6145 Unemployment Compensation	\$25.00
1996310404230S11	6145 Unemployment Compensation	\$30.00
1996110504330S11	6145 Unemployment Compensation	\$25.00
1996310504330S11	6145 Unemployment Compensation	\$32.00
1996110604530S11	6145 Unemployment Compensation	\$26.00
1996310604530S11	6145 Unemployment Compensation	\$25.00
1996111112224S11	6145 Unemployment Compensation	\$10.00
1996320710130S11	6145 Unemployment Compensation	\$13.00
1996111210530S11	6145 Unemployment Compensation	\$12.00
1996320810230S11	6145 Unemployment Compensation	\$11.00
1996112011430S11	6145 Unemployment Compensation	\$14.00
1996320910330S11	6145 Unemployment Compensation	\$11.00
1996112412324S11	6145 Unemployment Compensation	\$14.00
1996321310630S11	6145 Unemployment Compensation	\$11.00
1996112612030S11	6145 Unemployment Compensation	\$9.00
1996321410830S11	6145 Unemployment Compensation	\$11.00
1996115200124S11	6145 Unemployment Compensation	\$168.00
1996321611030S11	6145 Unemployment Compensation	\$11.00
1996116186124S11	6145 Unemployment Compensation	\$227.00
1996321711130S11	6145 Unemployment Compensation	\$14.00
1996112612030S11	6146 Teacher Retirement/TRS Care	\$83.00
1996321310630S11	6146 Teacher Retirement/TRS Care	\$96.00
1996115200124S11	6146 Teacher Retirement/TRS Care	\$1,540.00
1996321410830S11	6146 Teacher Retirement/TRS Care	\$96.00
1996116186124S11	6146 Teacher Retirement/TRS Care	\$4,781.00
1996321611030S11	6146 Teacher Retirement/TRS Care	\$102.00
1996116480224S11	6146 Teacher Retirement/TRS Care	\$1,112.00
1996321711130S11	6146 Teacher Retirement/TRS Care	\$96.00

1996117803828S11	6146 Teacher Retirement/TRS Care	\$6,692.00
1996321811230S11	6146 Teacher Retirement/TRS Care	\$96.00
1996214083024S11	6146 Teacher Retirement/TRS Care	\$565.00
1996321911330S11	6146 Teacher Retirement/TRS Care	\$124.00
1996237803828S11	6146 Teacher Retirement/TRS Care	\$596.00
1996322011430S11	6146 Teacher Retirement/TRS Care	\$121.00
1996110100124S11	6146 Teacher Retirement/TRS Care	\$1,050.00
1996310100124S11	6146 Teacher Retirement/TRS Care	\$639.00
1996322111530S11	6146 Teacher Retirement/TRS Care	\$102.00
1996110200230S11	6146 Teacher Retirement/TRS Care	\$993.00
1996310200230S11	6146 Teacher Retirement/TRS Care	\$318.00
1996322211630S11	6146 Teacher Retirement/TRS Care	\$96.00
1996110304130S11	6146 Teacher Retirement/TRS Care	\$343.00
1996310304130S11	6146 Teacher Retirement/TRS Care	\$263.00
1996322511930S11	6146 Teacher Retirement/TRS Care	\$96.00
1996110404230S11	6146 Teacher Retirement/TRS Care	\$226.00
1996310404230S11	6146 Teacher Retirement/TRS Care	\$273.00
19965111210530S11	6146 Teacher Retirement/TRS Care	\$103.00
1996110504330S11	6146 Teacher Retirement/TRS Care	\$224.00
1996310504330S11	6146 Teacher Retirement/TRS Care	\$290.00
1996110604530S11	6146 Teacher Retirement/TRS Care	\$1,302.00
1996310604530S11	6146 Teacher Retirement/TRS Care	\$3,080.00
1996111112224S11	6146 Teacher Retirement/TRS Care	\$1,127.00
1996320710130S11	6146 Teacher Retirement/TRS Care	\$119.00
1996112011430S11	6146 Teacher Retirement/TRS Care	\$121.00
1996320810230S11	6146 Teacher Retirement/TRS Care	\$96.00
1996112412324S11	6146 Teacher Retirement/TRS Care	\$122.00
1996320910330S11	6146 Teacher Retirement/TRS Care	\$96.00

		<b>6100 Subtotal:</b>	<b>\$4,122,820.00</b>
<b>6300 Supplies and Services</b>			
1996110100124011	6398 Computer Supplies/Software - Locally Defined		\$17,418.00
1996116486124011	6398 Computer Supplies/Software - Locally Defined		\$55,940.00
1996117803828011	6398 Computer Supplies/Software - Locally Defined		\$1,500.00
1996115200124011	6399 General Supplies		\$3,000.00
1996116186124011	6399 General Supplies		\$1,500.00
1996116480224011	6399 General Supplies		\$4,000.00
1996117803828011	6399 General Supplies		\$21,500.00
1996237803828011	6399 General Supplies		\$400.00
		<b>6300 Subtotal:</b>	<b>\$105,258.00</b>
<b>6400 Other Operating Costs</b>			
1996237803828011	6411 Employee Travel		\$300.00
1996317803828011	6411 Employee Travel		\$750.00
1996326484124011	6411 Employee Travel		\$5,000.00
1996116186124011	6411 Employee Travel		\$8,000.00
1996136186124011	6411 Employee Travel		\$9,500.00
1996237803828011	6495 Membership Fees		\$300.00
1996117803828011	6497 Fees - Locally Defined		\$100.00
1996117803828011	6498 Athletic/PE Supplies - Locally Defined		\$500.00
1996117803828011	6499 Miscellaneous Operating Costs		\$1,000.00
1996237803828011	6499 Miscellaneous Operating Costs		\$200.00
		<b>6400 Subtotal:</b>	<b>\$25,650.00</b>

## Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aaron Beck	At-Risk Coordinator	SCE	1.0
Amelia Talamantez	Instructional Aide	SCE	1.0
Amy Basham	Teacher - Math	SCE	1.0
Amy Finch	Intervention Specialist	SCE	1.0
Angela Ward	Reading Interventionist	SCE	1.0
Breanna Wilson	Teacher - Math	SCE	.67
Brenda Pier	Reading Interventionist	SCE	1.0
Britany Hernandez	Teacher - Science	SCE	1.0
Carin Taylor	Reading Interventionist	SCE	1.0
Clarissa Bowers	Teacher - Homebound	SCE	1.0
Claudia Becerra	Coordinator of Academic Alternatives-PAY	SCE	1.0
D'Ann Kuhlmann	Reading Interventionist	SCE	1.0
David Robbins	Teacher - DAEP	SCE	1.0
Debbie Ramon	School Service Worker	SCE	1.0
Deborah Campbell	Teacher - Credit Recovery	SCE	1.0
Debra Edmund	At-Risk Coordinator	SCE	1.0
Donita Klement	Teacher - DAEP	SCE	1.0
Dudra Butler	School Service Worker	SCE	1.0
Ella Nichols	School Service Worker	SCE	1.0
Elsie Nava	Instructional Aide	SCE	1.0
Evangelina Perez	Coordinator of Academic Alternatives-PAY	SCE	1.0
Fidel Hernandez	School Service Worker	SCE	1.0
Geneva Apolinar	Instructional Aide	SCE	1.0
Gloria Licon	Instructional Aide	SCE	1.0

Helen Shepperd	School Service Worker	SCE	1.0
Jacqueline Kerry	Reading Interventionist	SCE	1.0
Janie Maldonado	Instructional Aide - DAEP	SCE	1.0
Jennifer Crutchfield	Principal - DAEP	SCE	1.0
Jennifer Engle	Academic Specialist	SCE	1.0
Jennifer Tolentino	Instructional Aide	SCE	1.0
Joe Gandar	Asst Principal - DAEP	SCE	1.0
Josefina Hernandez	Instructional Aide - DAEP	SCE	1.0
Justin Nunez	At-Risk Coordinator	SCE	1.0
Karla Thompson	Reading Interventionist	SCE	1.0
Kathleen Blood Almeida	Teacher - DAEP	SCE	1.0
Kelle Wilson	Teacher - English	SCE	1.0
Kelly Cloud	Teacher - English	SCE	1.0
Lana Gill	At-Risk Coordinator	SCE	1.0
Leroy Dragoo	Teacher - DAEP	SCE	1.0
Marsha Crabtree	Teacher - Science	SCE	1.0
Marta Jones	Instructional Aide - DAEP	SCE	1.0
Mary Goff	Office Aide - DAEP	SCE	1.0
Melissa DelaCruz	School Service Worker	SCE	1.0
Melodie McDonald	Teacher - Art - DAEP	SCE	1.0
Melody Hale	Teacher - Homebound	SCE	1.0
Michelle Dye	At Risk Coordinator	SCE	1.0
Milana Tinney	Instructional Aide	SCE	1.0
Monique Alexander	Teacher - 8th ELA	SCE	1.0
Morgan Scroggs	Teacher - 6th Gr. English/Read 180	SCE	1.0
Nancy Gant	At Risk Coordinator - DAEP	SCE	1.0
Paula Plachno	Teacher - DAEP	SCE	1.0
Porfirio Flores	At-Risk Coordinator	SCE	1.0

Priscilla Guzman	Instructional Aide	SCE	1.0
Rebecca Torres	Secretary - DAEP	SCE	1.0
Reesa Ressman	Teacher - Science	SCE	.67
Rhonda Nichols	Teacher - Homebound	SCE	1.0
Roseanne Reyes	Instructional Aide - DAEP	SCE	1.0
Sally Walling Brooks	Teacher - History - DAEP	SCE	1.0
Sarah Coronado	At-Risk Administrator	SCE	.50
Scott Weatherman	Teacher - Science - DAEP	SCE	1.0
Shelly Workman	Teacher - Homebound	SCE	1.0
Sherrie Ventura	Teacher - Math	SCE	.50
Staphanie Broome	Reading Interventionist	SCE	1.0
Steven Ashley	Teacher - PAYS	SCE	1.0
Tanya Gue	Teacher - Math - PAYS	SCE	1.0
TBD	Teacher - DAEP	SCE	1.0
Teresa Baker	Teacher - Homebound	SCE	1.0
Theresa Evans	Teacher - Math	SCE	1.0
Thomas Bye	Instructional Aide - DAEP	SCE	1.0
Toni Davis	Counselor - DAEP	SCE	1.0
William Lightfoot	Student Interventionist	SCE	1.0

# Title I

## Schoolwide Program Plan

San Angelo Independent School District (SAISD) is continually striving to increase student achievement. We believe our district has made great gains in achieving this goal. Our schools are dedicated to giving every student the best possible education through an intensive core curriculum. Our curriculum stems from scientifically based research. SAISD will continue to strengthen the core academic program, increase the quality and quantity of learning time, and address the individual learning needs of all students in our district with specialized, challenging instructional and career programs. We are working hard, constantly improving, and refining instruction and management to make our district as effective, productive, and economical as possible.

We will continue our efforts to utilize best practices with the implementation of new resources, as well as, to provide ample learning and growth opportunities for the students of SAISD. District requirements for campuses to be eligible to receive services are as follows:

- 45 % poverty threshold
- One-year planning required prior to implementation
- Annual evaluation of program effectiveness
- Implementation of the ten schoolwide components (evident in the CIP)
- The amount of federal funds used in a schoolwide program must be supplemental to the amount of state and local funds the school would otherwise receive
- A schoolwide program shall maintain records that demonstrate that the program, as a whole, addresses the intent and purposes of each of the federal programs consolidated to support it
- Scientifically-based research must be utilized when planning the schoolwide program

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The comprehensive needs assessment is the centerpiece of the planning process and is the driving force most impacting the district and campus improvement plans. Using internal and external data assists the planning team in developing its vision of the future in a systematic effort to acquire an accurate, thorough picture of a school district. The comprehensive needs assessment should identify the educational strengths and areas in need of improvement by examining student performance, staff and curriculum objectives, parent and community involvement, and campus facilities.

### 2: Schoolwide Reform Strategies

Schoolwide reform strategies must provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These

strategies should be based on effective means of improving achievement of children. Statute specifies guidelines in five different areas for use by campuses when evaluating effective instructional strategies.

SAISD will focus on the following areas:

- Provide opportunities for all children to meet the state's proficient and advanced levels of student performance;
- Use effective methods and instructional strategies that are based on scientifically based research that:
  - strengthen the core academic program in the school;
  - increase the amount and quality of learning time, such as providing an extended school year, such as: before and after school tutorials, summer programs, and help providing an enriched and accelerated curriculum;
  - include strategies for meeting the educational needs of historically underserved populations.
- Include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the school-wide program, which may include: Address how the campus will determine if such needs have been met; and are consistent with, and are designed to implement the state and local improvement plans, if any.
  - counseling, pupil services, and mentoring services;
  - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - the integration of vocational and technical education programs

### **3: Instruction by highly qualified professional teachers**

Instruction by highly qualified teachers must be provided to all students. High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet the qualifications required to be highly qualified.

San Angelo Independent School District maintains that all teachers of core academic subjects and instructional paraprofessionals (employees who provide instructional support) in a school-wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

Teachers and other staff in school-wide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the school-wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents. San Angelo Independent School District in partnership with the Education Service Center, Region 15 will continue to provide the best possible opportunities for growth and learning opportunities for our staff.



## **5: Strategies to attract highly qualified teachers**

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

## **6: Strategies to increase parental involvement**

Parental involvement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and school activities. It is required that schools develop strategies that increase parental involvement.

## **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

For the purpose of Title I, Part A, a preschool program is a program of educational services for eligible children below the age at which the LEA provides elementary education and is focused on raising the academic achievement of children once they reach school age. Title I, Part A preschool programs provide young children with the early learning experiences that will enable them to meet academic standards throughout elementary and secondary school.

San Angelo Independent School District early childhood programs; including Early Head Start/Head Start, PPCD Program, Prekindergarten Program, Even Start, and our affiliation with the Texas School Ready Program provide a foundation for later academic success. Our district focuses on capitalizing and acquiring a strong start for all of our students. Staff in the areas listed, provide the support and knowledge necessary to the students attending to ensure an easy transition.

## **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

In addition to state performance data, measures are in place to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. PL 107-110, Section 1114(b)(1)(H); Section 1111(b)(3)

## **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

The schoolwide plan must include activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement levels shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

## **10: Coordination and integration of federal, state and local services and programs**

Section 1114 of Title I, Part A, Public Law 107-110 of NCLB authorizes eligible schools to consolidate Title I funds, along with other Federal, State and local funds to operate schoolwide programs. The ability to consolidate funding is provided so that planners can focus on the programmatic design of the schoolwide first and then determine how the plan will be funded, rather than using the fiscal resources to determine program design. Title I schoolwide programs are also encouraged to use the flexibility available to them to coordinate and integrate services and programs, as well as funding, with the aim of upgrading the entire educational program for all students. Effective schools coordinate and integrate programs and services by drawing on a wide range of resources such as funding, human, organizational, and facility, etc. Research shows the importance of monitoring the impact of this component to ensure that all students receive a quality education, becoming academically proficient and reaching advanced levels of achievement.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Lemaster	Instructional Coach	Title I, Part A	1.0
Annelle Perez Vera	Instructional Aide	Title I, Part A	1.0
Ashley Curl	Teacher	Title I, Part A	1.0
Asusena Miranda	Instructional Aide	Title I, Part A	1.0
Brenda Dehoyos	Instructional Aide	Title I, Part A	1.0
Carla Moreno	Instructional Aide	Title I, Part A	1.0
Carrie Beasley	Pre-K Teacher	Title I, Part A	1.0
Carrie Crisp	Instructional Aide	Title I, Part A	1.0
Chloe Brassie	Prekindergarten Teacher	Title I, Part A	1.0
Christian Godfrey	Instructional Coach	Title I, Part A	1.0
Christine Gilbert	Instructional Aide	Title I, Part A	1.0
Corey Murphy	Teacher - Algebra	Title I, Part A	.50
Crystal Zabecki	Teacher - History	Title I, Part A	1.0
Curt McKneely	Instructional Coach	Title I, Part A	1.0
Debra Hendrix	Instructional Aide	Title I, Part A	1.0
Deidra Banister	Pre-K Teacher	Title I, Part A	1.0
Diana Garcia	Instructional Aide	Title I, Part A	1.0
Diane Stegall	Academic Coach	Title I, Part A	.50
Dorie Moss	Prekindergarten	Title I, Part A	1.0
Flor Reyes	Instructional Aide	Title I, Part A	1.0
Hattie Campbell	Teacher - English	Title I, Part A	1.0
Imelda Sanchez	Prekindergarten Teacher	Title I, Part A	1.0
Janelle Montez	Instructional Aide	Title I, Part A	1.0
Jennifer Painter	Instructional Coach	Title I, Part A	1.0
Jessica Fulks	Instructional Aide	Title I, Part A	1.0

Jessica Gonzales	Teacher - History	Title I, Part A	.33
Jessica Pritchard	Instructional Aide	Title I, Part A	1.0
Joanne Bradehoft	Instructional Aide	Title I, Part A	1.0
Joanne Bradenhof	Instructional Aide	Title I, Part A	1.0
Julie Vazquez	Instructional Aide	Title I, Part A	1.0
Juliet Valdez	Instructional Aide	Title I, Part A	1.0
Katrina Villareal	Instructional Aide	Title I, Part A	1.0
Kelly Hickman	Instructional Aide	Title I, Part A	1.0
Laura Nelms	Teacher	Title I, Part A	1.0
Loann Baker	Instructional Coach	Title I, Part A	1.0
Lorraine Campos	Instructional Coach	Title I, Part A	1.0
Mandy Villarreal	Instructional Aide	Title I, Part A	1.0
Marissa Aguilar	Teacher - 2nd Grade	Title I, Part A	1.0
Mary Coulter Johnson	Title I Secretary	Title I, Part A	1.0
Medina Smith	Teacher - Math	Title I, Part A	1.0
Melinda Goodnight	Instructional Coach	Title I, Part A	1.0
Melissa Flores	Instructional Aide	Title I, Part A	1.0
Melody Kovar	Instructional Aide	Title I, Part A	1.0
Michelle Bolin	Instructional Aide	Title I, Part A	1.0
Michelle Moore	Teacher - History	Title I, Part A	.83
Misty Zesch	Instructional Coach	Title I, Part A	1.0
Natalie Weltz	Instructional Coach	Title I, Part A	1.0
Patricia Hartman	Instructional Coach	Title I, Part A	1.0
Rebecca Anderson	Instructional Aide	Title I, Part A	1.0
Rhonda Lopez	Instructional Aide	Title I, Part A	1.0
Rickie Martinez	Title I Specialist	Title I, Part A	.85
Robert Swink	Instructional Aide	Title I, Part A	1.0
Ronnie Bourland	Instructional Aide	Title I, Part A	1.0

Sabrina Zuniga	Instructional Aide	Title I, Part A	1.0
Samantha Querdo	Instructional Aide	Title I, Part A	1.0
Shannon Klepac	Instructional Coach	Title I, Part A	1.0
Sharon Morris	Instructional Coach	Title I, Part A	1.0
Sindi Grimes	Teacher	Title I, Part A	1.0
Stacey Northup	Instructional Aide	Title I, Part A	1.0
Staci Londerholm	Instructional Coach	Title I, Part A	1.0
Stacie Lamkin	Instructional Coach	Title I, Part A	1.0
Stacie Miles	Pre-Kindergarten Teacher	Title I, Part A	1.0
Tamatha Hicks	Instructional Coach	Title I, Part A	1.0
Tanya Abbott	Instructional Coach	Title I, Part A	1.0
Teresa Purtell	Instructional Aide	Title I, Part A	1.0
Theresa Beene	Instructional Coach	Title I, Part A	1.0
Theresa Schwartz	Instructional Aide	Title I, Part A	1.0
Treva Lewis	Instructional Aide	Title I, Part A	1.0
Trish Jost	Instructional Coach	Title I, Part A	1.0
Velia Soto	Instructional Aide	Title I, Part A	1.0
Victoria Gutierrez	Pre-K Teacher	Title I, Part A	1.0
Whitney Schniers	Pre-K Teacher	Title I, Part A	1.0
Yolanda Picon	Instructional Coach	Title I, Part A	1.0
Yoshio Packard	Instructional Aide	Title I, Part A	1.0

# Plan Notes

## GLOSSARY OF TERMS

**A+LS** is the Advanced Learning System, computer-assisted instructional software for credit recovery and remediation.

**ACT** is the American College of Testing, a college entrance test.

**ADM** refers to the Academic Success through Evaluation Resources Management System used to disaggregate state test results.

**AEIS** is the state's Academic Excellence Indicator System.

**“All students”** refers to White (W), Hispanic (H), African-American (AA), Emotionally Disturbed (ED), Migrant, Male, Female, Limited English Proficient (LEP), Special Education (SE), Bilingual BE), English as a Second Language (ESL), Gifted and Talented (GT) students.

**AP** refers to an Advanced Placement class.

**ARD** is the admission, review, and dismissal committee that meet to place, review, and exit students from special education.

**ARI** refers to Accelerated Reading Instruction.

**BE** refers to Bilingual Education.

**CATE** refers to Career and Technology Education.

**COE** refers to a certificate of eligibility for a migrant student.

**CMA** refers to the District's Curriculum Management Audit.

**CPR** is cardio-pulmonary resuscitation.

**DAEP** refers to the District Alternative Education Program, Carver.

**DSBDMC** refers to the District Site-Based Decision Making Committee.

**ELL** refers to English Language Learner

**ESC** refers to the Educational Service Center, Region 15.

**ESL** refers to English as a Second Language.

**FTE** is a full time teaching employee.

**G/T** refers to Gifted and Talented.

**HSA** refers to High School Allotment.

**IDEA** is the Individuals with Disabilities Education Act.

**I-Station** is a reading program.

**I-SIP** is a test for K-2 to gage reading abilities and improvement.

**K** refers to kindergarten.

**LAS** refers to the language assessment scale used with LEP students.

**LEP** refers to Limited English Proficient.

**LMS** is the learning management system.

**LPAC** refers to the Language Proficient Assessment Committee.

**MEP** refers to the Migrant Education Program.

**MSC** is the migrant service coordinator.

**NCLB** refers to the No Child Left Behind Act.

**NGS** refers to the New Generation System.

**PAC** Parent Advisory Council

**PDAS** refers to the Professional Development Assessment System used to appraise teachers.

**PEIMS** is the Public Education Information Management System.

**PEP** refers to the Pregnancy Education & Parenting Program.

**PRS** refers to Pregnancy-Related Services.

**PTA** refers to the Parent-Teacher Association.

**RPTE** refers to the Reading Proficiency Test in English.

**SAISD** refers to the San Angelo Independent School District.

**SAS** refers to the Standard Application System used for all federal title programs.

**SAT** refers to the Scholastic Aptitude Test, a college entrance test.

**SB** refers to a Senate bill.

**SBEC** is the state business education coalition.

**SCE** refers to State Compensatory Education, state funding for at-risk students' educational needs.

**SSI** is the Student Success Initiative which provides accelerated instruction for third graders who do not master reading TAKS.

**STAAR** is the State of Texas Assessments and Academic Readiness achievement test.

**TAIS** is the Texas Accountability Intervention System and is a plan for improvement.

**TAKS** is the Texas Assessment of Knowledge and Skills, the statewide assessment grades 3 – 11.

**TASB** is the Texas Association of School Boards.

**TAPR** is the Texas Academic Performance Report.

**TBSI** is the Texas Behavior Support Initiative.

**TEJAS LEE** is the Spanish version of the TPRI.



**TELPAS** Texas English Language Proficiency Assessment System

**TEKS** is the Texas Essential Knowledge and Skills, the state's curriculum.

**TPRI** is the Texas Primary Reading Inventory, a reading assessment for grades K – 2.

**WISC III** refers to the Weschler Intelligence Scale for Children.

# District Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	District Instructional Coaches (2)	211	\$0.00
1	1	3		211	\$0.00
1	1	9	Instructional Coaches; Tutors: Accelerated Instruction: Transportation: Supplies: and Nurse		\$0.00
1	2	1	Tutors: Accelerated Instruction Transportation: Nurse: and Supplies		\$0.00
1	2	2	Title I		\$0.00
1	4	3	Class-Size Reduction Teachers	211	\$0.00
1	4	6	Tutors		\$0.00
1	4	8	Tutorials; Service Worker/At-Risk Support; Clothing and supplies	211	\$0.00
1	5	3	Travel expenses		\$0.00
1	7	4	Early Education Certified Teachers and materials	211	\$0.00
3	1	2	Specialist: Title I, Part A Secretary: Supplies: and equipment	211	\$0.00
3	1	4			\$0.00
4	1	4	Supplies		\$0.00
4	1	5		211	\$0.00
4	1	6		211	\$0.00
5	2	2			\$0.00
5	2	6			\$0.00
5	2	7	Registration Fees: Consultants: and supplies		\$0.00
5	2	8	Registration Fees: Consultants: and supplies		\$0.00
5	3	1	Registration Fees: Consultants: Supplies: and substitute costs		\$0.00
5	3	2	Registration Fees: Consultants: and supplies		\$0.00
5	3	3			\$0.00
6	1	10	Title I, Title II, Part A, & SCE		\$0.00

					<b>Sub-Total</b>	\$0.00
<b>Title II, Part A</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
1	1	3			\$0.00	
1	4	3	Class Size Reduction Teachers		\$0.00	
1	5	3	Consultant Fees and supplies		\$0.00	
3	1	4			\$0.00	
5	1	1	Travel expenses and registration fees		\$0.00	
5	2	2			\$0.00	
5	2	6			\$0.00	
5	2	7	Registration Fees: Consultants: and supplies		\$0.00	
5	2	8	Registration Fees: Consultants: and supplies		\$0.00	
5	3	1	Registration Fees: Consultants: and supplies		\$0.00	
5	3	2	Registration Fees: Consultants: and supplies		\$0.00	
5	3	3			\$0.00	
					<b>Sub-Total</b>	\$0.00
<b>Title III, Part A LEP</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
1	3	1	Professional Development		\$0.00	
1	3	2	Tutors and support staff		\$0.00	
1	3	6	Dictionaries and electronic translators		\$0.00	
3	1	4			\$0.00	
					<b>Sub-Total</b>	\$0.00
<b>General Funds</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
1	1	1	Professional Development and materials		\$0.00	
1	3	1			\$0.00	
1	4	1			\$0.00	

1	4	5			\$0.00
2	2	3	Choice 360		\$0.00
5	1	2		199	\$0.00
5	2	1			\$0.00
5	2	3		199	\$0.00
5	2	7	Registration Fees: Consultants: and supplies		\$0.00
5	3	3			\$0.00
5	3	4			\$0.00
6	1	2			\$0.00
6	1	6			\$0.00
<b>Sub-Total</b>					\$0.00

**State Comp Ed**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Tutors: Accelerated Instruction: and Supplies		\$0.00
1	2	1	Tutors: Accelerated Instruction Salaries and Supplies		\$0.00
1	4	1	Intervention Specialist: Reading Interventionist: Professional Development: and supplies	199	\$0.00
1	4	3	At-Risk Support Teachers	199	\$0.00
1	4	6	A+LS; iStation; Saxon Phonics; Measuring Up; Tutors; PAYS Staff; Homebound Teachers; and supplies		\$0.00
1	4	7	School Service Workers, At-Risk Coordinators, Counselors, Instructional Aides, Clerical Aides		\$0.00
1	4	9	DAEP Personnel: Student Resources: and Supplies	199	\$0.00
1	6	1	Academic Specialist; School Service Workers; At-Risk Coordinators; Counselors; and Instructional Aides		\$0.00
5	2	6			\$0.00
<b>Sub-Total</b>					\$0.00

**Bilingual Funds**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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1	3	1	Professional Development; Consultants; and Materials		\$0.00
1	3	2			\$0.00
1	3	3		199	\$0.00
1	3	4	ESL Certified Teachers	199	\$0.00
1	3	5	State Funds	199	\$0.00
1	3	6	Rosetta Stone; Imagine Learning; and Technology Devices		\$0.00
5	1	1		199	\$0.00
5	1	2		199	\$0.00
5	2	1			\$0.00
5	2	6			\$0.00
<b>Sub-Total</b>					\$0.00
<b>High School Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	2	Princeton Review Stipends; Materials; Dual Credit Tuition; AP Exams; AP Specialist Travel, supplies and PD;PSAT/NMSQT		\$0.00
2	3	5	Certified Teachers		\$0.00
5	3	1	Registration Fees: Consultants: and supplies		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums



# Child Sexual Abuse Plan

The San Angelo Independent School District has established a plan for addressing child sexual abuse, which may be accessed on the SAISD website under "child safety". As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare, as well as, a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, go to:

<http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp>

The following Web sites might help you become more aware of child sexual abuse:

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://sapr.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

[http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse1.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml)

[http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse2.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml)





## **Freedom from Bullying**

### **Procedures for Reporting Allegations of Bullying**

San Angelo ISD prohibits bullying on school property, at school-sponsored or school-related activities, or in any vehicle operated by the district. Bullying may be verbal or written expression or expression through electronic means, or physical conduct. Bullying is not tolerated by the district and any student or parent of a student who believes that the student or another student has experienced bullying or that a student has engaged in bullying is encouraged to immediately report the incident. Retaliation against anyone involved in the complaint process is a violation of district policy and is prohibited.

Students or parents may report an alleged incident of bullying, orally or in writing, to a teacher, counselor, principal or other district employee. Parents can also report an incident through the use of the 24/7 Stay Alert School Safety Program at <http://www.styalert.info/>.

### **Investigating Reports of Bullying**

An appropriate District official will conduct an investigation of a report of suspected bullying. The scope and nature of the investigation shall rest within the discretion of the official based on the nature of the allegations.

The district will, to the greatest extent possible, maintain the privacy of the complainant, persons against whom a complaint is filed, and witnesses or other persons who provide information in an investigation. Limited disclosure of information may be necessary to conduct a thorough investigation.

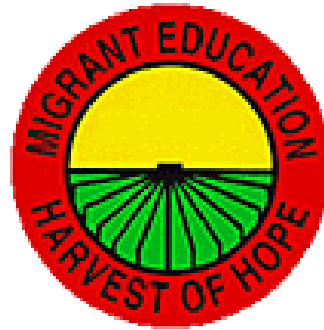
Please note that after submission of the complaint to the district employee, the district may assign the complaint to a campus administrator to follow up on the submitted complaint and any

other important matters pertaining to the complaint. We encourage you to communicate with your designated campus administrator during this time.

More information about the district's bullying policy can be found in board policy located at [FFI \(LEGAL\)](#) and [FFI \(LOCAL\)](#) or the campus office.



# **Migrant Education Program**



## **Priority for Services Action Plan 2016-2017**

The San Angelo Independent School District Title I, Part C Migrant Program is dedicated to providing all services necessary to ensure our migrant students meet or exceed academic achievement levels set for all migrant students in our district. It is our goal to facilitate adjustments, eliminate barriers, provide continuity of education, and if needed, assist with securing any social/community services for our migrant students.

According to Section 1304 (d) of the Federal Statute, NCLB P.L. 107-110, the Migrant Education Program is required to give Priority for Services (PFS) to migrant children who:

- 1) Are failing, or most at risk of failing to meet the State’s challenging academic content and achievement standards; and
- 2) whose education has been interrupted during the regular school year.

The State of Texas criteria used by the New Generation System (NGS) to identify PFS students must include two of the following factors:

- Students who have had their education interrupted during the previous or current regular school year;
- students who are in grades 3-12 or Out of School (OS) and have failed one or more sections of the state assessment tests;
- students in grades Kg – 12th grade and have been identified as Limited English Proficient (LEP); and
- students that have been retained due to poor academic progress.

**SAISD Priority for Services Action Plan:**

San Angelo ISD will utilize Migrant Education Program (MEP) funds first and foremost to meet the unique needs of migrant students identified on New Generation System (NGS) for Priority for Services (PFS). The district PFS students will be afforded all available local, state, and federal resources that non-migrant students will receive. All services will be documented in the PFS student files that will be maintained by the SAISD MEP staff. Our Migrant Specialist and staff will work with all district and campus personnel to ensure services for PFS and non-priority for service migrant students are provided for and served by implementing the following strategies:

1. Use on-going procedures for identifying and recruiting eligible migrant students that are either residing or enrolled in our district.
2. Accurately enter all required data on NGS and work with the PEIMS data specialists to ensure that MEP student data is 100% accurate and current.
3. Download and review NGS “Priority for Service” reports on the first of each month.

4. Migrant department staff will inform and support campus personnel and will facilitate accessing services for the PFS students to include individual tutoring, academic counseling, before-school, during-school and after-school tutorials, supplemental program services, and any other services deemed appropriate and reasonable.
5. Migrant personnel will monitor academic performance of individual PFS students through interim student progress reports on an on-going basis throughout each six weeks.
6. Migrant personnel will monitor academic graduation plans to ensure students are on track for credit requirements each semester and will utilize outside entities and resources available for credit recovery, if necessary.
7. Migrant personnel will make contact with parents of PFS students to provide individual progress information and to gain any pertinent information from parents on an on-going basis throughout each six weeks.
8. Migrant personnel will provide information for available literacy classes, transportation, or community services.
9. Migrant personnel will organize a PAC meeting each semester to include parents of migrant students, district personnel, and other community stakeholders and organizations, as appropriate.
10. The Migrant Specialist will organize a PAC meeting in June for the reviewing of the SAS application process as it pertains to the Migrant Education Program.
11. The Migrant Services Specialist and MEP staff will work with district administrators and teachers in monitoring progress of migrant students, especially PFS students, on the state assessment, as well as, on benchmark assessments. Monthly reports will be provided. Students needing supplemental services to ensure success on the assessments will have priority for such services.
12. Migrant personnel will coordinate services for identified needs of individual students.
13. High school students will have the opportunity to participate in the following programs:
  - Dual Credit Courses
  - ACT/SAT Prep Courses
  - UT Austin Distance Learning Courses
  - Texas Tech Distance Learning Courses
  - Angelo State University Visits and Program Offerings
14. Middle School students will have the opportunity to participate in our local university visits and program offerings.
15. Elementary School students will have the opportunity to participate in our local university visits and program offerings, summer robotics program, and our Migrant Education Program summer school.

Goal: To guarantee that all Migrant Program services are offered to eligible Priority For Services Migrant students, before all other Migrant students receive services; meeting the individual educational needs of our students.

Objective: All eligible Priority for Services Students and Migrant students will receive supplemental Migrant funded academic services that will increase their STAAR passing rate by 5% in the Reading and Math content areas.

<b>Required Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
New Generation System (NGS) Priority for Service (PFS) report will be generated monthly.	Before the end of each month, August, 2016-July, 2017	NGS Data Clerk Migrant Specialist	PFS tracking report
Updated NGS PFS report, criteria and information collected will be provided to campus principals, counselors and teachers.	Within 5 days of receipt	Migrant Service Worker/Recruiter	Documentation provided and face to face meetings conducted
A completed PFS response form provides documentation of academic services provided to the migrant student. The PFS response form will be given to campus personnel.	Within 5 days of receipt	Migrant Service Worker/Recruiter or Migrant Specialist	Completed PFS response form
Meet the instructional and social supplemental needs of the PFS Migrant student.	Ongoing	Migrant personnel	NGS Supplemental Services Report

<p>Coordinate to provide Federal, State and Local programs and services for PFS students:</p> <ul style="list-style-type: none"> <li>• Bilingual/ESL Services</li> <li>• Special Education Services</li> <li>• 504 Services</li> <li>• Dyslexia Services</li> <li>• RTI Services</li> <li>• Supplemental Tutorials</li> </ul>	Ongoing	District/Campus Personnel Migrant Staff	PFS response form and NGS Supplemental Services Report
The district's Title I, Part C Migrant Specialist, Migrant Social Worker/Recruiter, or Migrant NGS clerk will make home and/or community visits to ensure our Migrant families are being supported and their needs are being met.	End of each grading period	Migrant Staff	Documentation of home visits, phone calls, report cards, State Assessment letters
Migrant Students grades are monitored at the three week and six week grading periods. Information is communicated regularly with campus staff and parents to ensure the students individual needs are being met.	Ongoing	Migrant Staff	Grades Report from NGS
Migrant staff reports: late enrollment or early withdrawal will be provided to campus personnel to ensure student needs are being addressed on campus.	Within 5 days of enrollment or withdrawal	Migrant Staff	Enrollment or withdrawal form, NGS report
The district's Title I Migrant Specialist will use NGS Priority for Service reports to give priority placements to students in the Migrant Education Program when providing resources or supplemental activities.	Ongoing	Migrant Staff	Documentation of Student participation

<p>MEP staff will provide Migrant parents with the following information:</p> <ul style="list-style-type: none"> <li>• PFS Criteria</li> <li>• Community resources</li> <li>• District and Campus Information</li> <li>• Opportunity to provide input and assistance when completing new NCLB application</li> </ul>	<p>Parent meetings; Fall 2016 through Spring 2017</p>	<p>Migrant Staff</p>	<p>Sign-In Sheets Surveys Agenda's</p>
<p>MEP staff will offer Migrant families with 3 or 4 year olds, not enrolled in school, A Bright Beginning Home based preschool program.</p>	<p>When the child turns 3 until the student is eligible for enrolling in the district. August, 2016 through May, 2017</p>	<p>Migrant Staff</p>	<p>A Bright Beginning documentation and sign in sheets</p>

The following services are provided to eligible Migrant PFS students and all active Migrant students through the San Angelo Independent School District Migrant Education Program.

**Migrant Services Coordination**

District MEP personnel will serve as an advocate for migrant students and their families by helping student's access academic and support services from entry into school until graduation.

**Early Childhood Education**

Specific efforts are made to identify preschool migrant children and enroll them in home-based program. Training is also available for parents to work with their children at home to prepare the children to be successful when they enroll in school.

**Migrant Students in Grades 3-11**

A summer STAAR remediation program will be available to all PFS migrant students in grades 3-11. The MEP program will also offer our enrichment summer session for students in grades Kg-5 to enhance learning opportunities.



### **Migrant Middle School Students**

The SAISD MEP staff will ensure that our migrant students have every opportunity to learn, use and apply study skills appropriate to learning through multiple supplemental activities. Timely attention and appropriate interventions will be given to all migrant students in need. Necessary study resources such as before or after school tutorials for homework assistance and technology needed for learning and academic success will be available for Migrant student use.

### **Migrant Secondary Students**

All migrant secondary students will have the opportunity to earn the required core credits for on-time graduation through credit recovery and credit enhancement options. MEP staff, as well as, campus staff will work diligently with all migrant students who must make up course work due to late enrollment or early withdrawal.

### **New Generation System for Migrant Student Record Transfer**

The New Generation System (NGS) is an innovative data transfer system developed for the internet that allows educators to record the movement of migrant students through the educational process by producing on-line records of a student's educational progress and health profile. Student transfer documents are generated to facilitate academic placement as students transfer from school to school.

### **Parental Involvement**

Education and support services are available for migrant families such as: developing parenting skills, providing techniques on fostering children's learning, utilizing community services, requirements for graduation, and promoting two-way communication between the home and school. Migrant personnel maintain open communication and close contact via phone calls, letters, and home visits to provide parents the opportunity to stay informed of their child's needs and successes. The SAISD MEP staff also provides ongoing opportunities for parents to attend State Migrant Conference, State Parent Engagement Conference, PAC meetings, and all other parent engagement activities available. Migrant parents are actively involved in the Reading Is Fundamental (RIF) distribution of books to Migrant students at PAC meetings and on campuses. Migrant parents are encouraged to serve on the San Angelo ISD PAC Board by serving as President, Vice President, or Secretary. Migrant parents are also encouraged to participate in our College Readiness Program by visiting college campuses and receiving higher education information regularly.

### **Date of most recent consultation with Migrant Parent Advisory Council:**

- February 9, 2016
- May 5, 2016
- September 13, 2016
- December 2016

### **Identification and Recruitment**

Children are eligible to participate in the district Migrant Education Program if they have moved within the last 36 months with their parents, guardian, and spouse or on their own across school district boundaries so that the parent, spouse, child or other member of the immediate family may seek or obtain temporary or seasonal, agricultural, or fishing activity. The qualifying work must be a principal means of livelihood.

### **Graduation Enhancement (ages 3-21)**

Migrant Education Program staff members work to identify effective strategies to assist students in meeting high school graduation requirements. Strategies include monitoring students' academic progress, tutorial services, and referrals to the College Assistance Migrant Program at St. Edward's University, as well as University of Texas correspondence courses.

### **Secondary Credit Exchange and Accrual**

The MEP staff documents courses completed by migrant students in grades 6-12 and regularly submits reports to the New Generation System (NGS). Efforts are made to track partial and complete credits earned by students for work completed during the enrollment period in each school.