

San Angelo Independent School District

District Improvement Plan

2017-2018 Goals/Performance Objectives/Strategies



Board Approval Date: June 19, 2017
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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 2017-2018 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.

Goals


Goal 1: Provide student achievement at the highest levels.

Performance Objective 1: By May, 2018, SAISD, 70% of all students, race ethnicity groups and economically disadvantaged students will meet or exceed grade level expectations in all subject areas.

Evaluation Data Source(s) 1: STAAR performance data; PBMAS reports; Local assessment data; report cards

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) 1.1.1 Teachers will regularly incorporate Marzano's 9 High Yield Instructional Strategies. | | Walk-Through Team; and Principals | A high percentage of students will exhibit mastery of learning objectives evidenced by performance on curriculum based assessments and STAAR. Evidence includes lesson plans, walk throughs and observations. | | | |
| Problem Statements: Curriculum, Instruction, and Assessment 10 Funding Sources: General Funds - \$0.00 | | | | | | |
| PBMAS 2) 1.1.2 Build capacity in all teachers to deliver high quality Tier 1 instruction utilizing evidence based best practices such as gradual release process, modeling, and teacher feedback. | 2, 4 | Executive Director of Curriculum and Instruction; Directors of Curriculum and Instruction; and Instructional Coaches | A high percentage of students will exhibit mastery of learning objectives as evidenced by performance on curriculum based assessments and STAAR. Evidence includes lesson plans, walk throughs and observations of teachers and support personnel providing targeted instruction at the appropriate level. | | | |
| Problem Statements: Curriculum, Instruction, and Assessment 4 Funding Sources: Title I, Part A - \$0.00, Title II, Part A - \$0.00 | | | | | | |
| 3) 1.1.3 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) | | Director of Assessment and Counselors; and Campus Counselors | Student transfer performance as evidenced on 6 and 9 week grade reports. Counselor and campus administration observation of successful assimilation. | | | |
| 4) 1.1.4 Pilot Student 2 Student program (Military Child Education Coalition) in all secondary schools and four elementary schools to help new students transfer smoothly to new campuses. | | Deputy Superintendent of Administrative Services; school counselors; GFAFB School Liaison Officer | Students assimilate quickly to new school environment, demonstrate academic success and exhibit behaviors consistent with positive peer and adult relationships. | | | |
| Problem Statements: School Culture and Climate 2, 4 - Family and Community Involvement 2 | | | | | | |

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|---|---|---|--|--|--|--|
| 5) 1.1.5 Teachers design lessons that motivate students to engage with the content. | | Teachers; Instructional Coaches; and Principals | Performance on curriculum based assessments and STAAR; Student attendance reports | | | |
| | Problem Statements: Curriculum, Instruction, and Assessment 11 | | | | | |
| System Safeguard Strategy Critical Success Factors CSF 1 | 2, 9, 10 | Teachers; Principals; and Executive Directors of Schools | Student performance on curriculum based assessments and STAAR | | | |
| | Funding Sources: Title I, Part A - \$0.00, State Comp Ed - \$0.00, Title III, Part A LEP - \$0.00, Title I, Part C Migrant - \$0.00 | | | | | |
| 7) 1.1.7 Ensure students have access to technology devices as necessary to engage with and master objectives. | | Director of Technology; Executive Directors; Principals | Walk-through and observation provide evidence of appropriate and impactful integration of modern technology. | | | |
| | Problem Statements: Technology 1 Funding Sources: Title IV - \$0.00 | | | | | |
| 8) 1.1.8 Teachers participate in the district curriculum team to develop a viable curriculum and aligned assessments. | | Assistant Superintendent of Curriculum and Instruction; Directors of C&; Principals | Efforts yield quality curriculum documents according to district Plan For Learning schedule. | | | |
| | Problem Statements: Curriculum, Instruction, and Assessment 2, 3, 5 | | | | | |
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Performance Objective 1 Problem Statements:

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|---|
| School Culture and Climate |
| Problem Statement 2: We (SAISD) are not maximizing our opportunities to partner with community agencies to remove barriers that impede student success. |
| Problem Statement 4: Teachers struggle to understand how to make connections with a variety of demographics of students that contribute to success. |
| Curriculum, Instruction, and Assessment |
| Problem Statement 2: A lack of alignment of resources serves as a barrier to student success in our highly mobile community. |
| Problem Statement 3: Curriculum documents and templates lack consistency. |
| Problem Statement 4: A lack of alignment of intervention strategies and data collection serves as a barrier to student success in our highly mobile community. |
| Problem Statement 5: Teachers have not been afforded adequate opportunities to collaborate and support colleagues across the district. (continue/expand current efforts) |
| Problem Statement 10: Current homework and grading policy/procedure/practice is not aligned with district direction and best practice. |
| Problem Statement 11: Training for teachers on high-priority learning standards and lesson design has been inconsistent and/or fragmented. |
| Family and Community Involvement |

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|---|
| Problem Statement 2: We (SAISD) are unaware of all opportunities/resources available within the community to help remove barriers that impede student success. |
| Technology |
| Problem Statement 1: There is disparity of student access to technology devices from campus to campus. |

Goal 1: Provide student achievement at the highest levels.

Performance Objective 2: By May, 2018, Special Education and English Language Learner performance on state assessments will increase by 5% as compared to 2017 performance.

Evaluation Data Source(s) 2: STAAR performance data; PBMAS reports

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|--|-----|-----|
| | | | | Nov | Feb | May |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 1) 1.2.1 Provide focused intense small group instruction for students identified for remediation and/or acceleration through RTI, tutorials and summer school. | 2, 9 | Teachers; Principals; and Executive Directors of Schools | Student performance on curriculum based assessments and STAAR; PBMAS reports | | | |
| | | | | Problem Statements: Student Achievement 3 Funding Sources: Title I, Part A - \$0.00, State Comp Ed - \$0.00, Title III, Part A LEP - \$0.00, Bilingual Funds - \$0.00 | | |
| System Safeguard Strategy Critical Success Factors CSF 1 2) 1.2.2 PIT Crew and other Special Education personnel will provide classroom support to help manage behaviors that interfere with learning. | | Director of Special Education; and PIT Crew | Increased learning time through reductions in classroom removals as evidenced by PIT Crew documentation and discipline data. | | | |
| | Problem Statements: Student Achievement 3 | | | | | |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7 3) 1.2.3 Provide training opportunities to all teachers who serve LEP students, to include, but not limited to, the following: English Language Proficiency Standards(ELPS), Sheltered Instruction (SI), differentiated instruction, data disaggregation, compliance, second language acquisition, cultural awareness and Teacher certification for BE and ESL. | | Federal Programs Specialist; Principals; and ESC, Region 15 | Increased student success as measured by portfolios, diagnostic and alternative assessments, PreLAS and LAS tests, TELPAS, and ISIP by 2% each year | | | |
| | Problem Statements: Demographics 3 - Student Achievement 2 Funding Sources: Bilingual Funds - \$0.00, General Funds - \$0.00, Title III, Part A LEP - \$0.00 | | | | | |

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|--|--|--|--|--|--|
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 4) 1.2.4 Provide supplemental instructional support for EL students through the use of six ELL Student Support teachers. | Executive Directors: Bilingual/ESL Specialist: and Campus Principals | A high percentage of ELL students will exhibit mastery of learning objectives as evidenced by performance on curriculum based assessments and STAAR. Evidence includes lesson plans, walk throughs and observations of support teachers providing targeted instruction at the appropriate level. | | | |
| | Problem Statements: Student Achievement 2 Funding Sources: Bilingual Funds - \$0.00, State Comp Ed - \$0.00 | | | | |
| System Safeguard Strategy Critical Success Factors CSF 1 5) 1.2.5 Provide supplemental instructional materials/resources to enhance Bilingual/ESL programs and content area curriculum during the academic school year. | Federal Program Specialist and Campus Principals | Student growth/progress as evidenced by performance on curriculum based assessments and state assessments. | | | |
| | Funding Sources: Title III, Part A LEP - \$0.00, Bilingual Funds - \$0.00 | | | | |
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Performance Objective 2 Problem Statements:

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|--|
| Demographics |
| Problem Statement 3: ELL student performance is below state average in all subject areas. (TAPR) |
| Student Achievement |
| Problem Statement 2: SAISD ELL student performance is below statewide ELL performance in all subject areas. (TAPR) |
| Problem Statement 3: SAISD special education student performance is below statewide special education student performance in all subject areas with the exception of SS. (TAPR) |


Goal 1: Provide student achievement at the highest levels.

Performance Objective 3: By May, 2018, 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.

Evaluation Data Source(s) 3: STAAR performance data; PBMAS

Summative Evaluation 3:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) 1.3.1 Provide intervention and acceleration to meet the individual needs of students identified with delays in reading. | | Reading Interventionists; Executive Director of Accountability & Federal Programs; 504 Specialist; and Principals | Performance on curriculum based assessments and STAAR; Student data tracking forms | | | |
| | Funding Sources: State Comp Ed - \$450,000.00, General Funds - \$0.00 | | | | | |
| 2) 1.3.2 Provide district level support to campuses with development and implementation of effective RTI program. | | Principals; Instructional Coaches; and Classroom Teachers | Student performance on curriculum based assessments and STAAR; RtI records and progress reports | | | |
| | Problem Statements: Curriculum, Instruction, and Assessment 2, 4 | | | | | |
| 3) 1.3.3 Provide class-size reduction teachers and at-risk support teachers on campuses identified to have the greatest need for improvement in core academic areas. | 2, 9 | Executive Director of Accountability & Federal Programs; Principals; and Director of Human Resources | Increases in student performance on curriculum based assessments and STAAR; evidence of decreasing achievement gaps | | | |
| | Funding Sources: Title I, Part A - \$0.00, Title II, Part A - \$429,042.00, State Comp Ed - \$1,093,000.00 | | | | | |
| 4) 1.3.4 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 | Student performance on curriculum based assessments and STAAR; student attendance reports; drop out prevention | | | |
| | Funding Sources: State Comp Ed - \$0.00 | | | | | |
| 5) 1.3.5 Provide focused intense small group instruction for students identified for remediation and/or acceleration through RTI, tutorials, PAYS, homebound instruction and summer school. | | Teachers; Principals; Executive Directors of Schools; and Instructional Coaches | Student performance on curriculum based assessments and STAAR | | | |
| | Funding Sources: State Comp Ed - \$0.00, Title I, Part A - \$0.00, Title III, Part A LEP - \$0.00 | | | | | |

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|--|--|--|--|--|--|--|
| 6) 1.3.6 Provide assistance for students and their families to remove barriers in school readiness, success and attendance including supplemental services for the homeless and neglected | 2, 10 | Executive Director: Federal Program Specialist: Campus Principals: At-Risk Coordinators: and Social Service Workers | Student performance on curriculum based assessments; Daily logs, PEIMS data and STAAR | | | |
| | Problem Statements: School Culture and Climate 1, 3 Funding Sources: State Comp Ed - \$0.00, Title I, Part A - \$0.00 | | | | | |
| 7) 1.3.7 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 curriculum based assessments; attendance; reduction in number of students returning to DAEP | | | |
| | Funding Sources: State Comp Ed - \$4,800,000.00 | | | | | |
| 8) 1.3.8 Build foundation skills and provide educational experiences for children through pre-kindergarten (employ eight certified Early Education Teachers) and Head Start (partnership with COG) | 3 | Executive Director and Campus Principals | Readiness assessment data; Teacher Certification documentation and teacher rosters | | | |
| | Funding Sources: Title I, Part A - \$0.00 | | | | | |
|  | | | | | | |

Performance Objective 3 Problem Statements:


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|---|
| School Culture and Climate |
| Problem Statement 1: The teachers/educators are not adequately prepared to support and serve students who come to school with social/emotional issues. |
| Problem Statement 3: Although the district attendance rate is higher than the state average, chronic absenteeism is a problem. (need CA rate) |
| Curriculum, Instruction, and Assessment |
| Problem Statement 2: A lack of alignment of resources serves as a barrier to student success in our highly mobile community. |
| Problem Statement 4: A lack of alignment of intervention strategies and data collection serves as a barrier to student success in our highly mobile community. |

Goal 1: Provide student achievement at the highest levels.

Performance Objective 4: Maintain less than 0.5% dropout rate in middle school and 2% in high school annually for 2017 and 2018.

Evaluation Data Source(s) 4: TAPR; Campus Data

Summative Evaluation 4:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) 1.4.1 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 based assessments and STAAR | | | |
| | Funding Sources: State Comp Ed - \$0.00 | | | | | |
| 2) 1.4.2 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 | | | |
|  | | | | | | |

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






Performance Objective 1: Student performance at "Grade Level" and "Masters Grade level" will increase for all students and all sub-populations by 5% annually.

Evaluation Data Source(s) 1: 2018 STAAR Performance Data

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) 2.1.1 Train and provide support for teachers in designing lessons that make connections between student interests and experience and the content objectives. | 4, 8 | Executive Directors; Directors of Curriculum and Instruction; Instructional Coaches; and Principals | Lesson plans and observations (walk-throughs and formal); Student performance on STAAR and curriculum based assessments | | | |
| Problem Statements: Curriculum, Instruction, and Assessment 6, 11 Funding Sources: Title II, Part A - \$0.00, Title I, Part A - \$0.00 | | | | | | |
| System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 | | Assistant Superintendent of Educational Support Services | Completed regulations in place and approved by the board | | | |
| 2) 2.1.2 K-3 Teachers will incorporate daily writing instruction within the 120 minute ELA block, covering grade specific TEKS. | | | | | | |
| Problem Statements: Student Achievement 1 | | | | | | |
| System Safeguard Strategy Critical Success Factors CSF 1 | | Executive Directors of Schools; Walk-Through Team; Principals; and Instructional Coaches | STAAR scores | | | |
| 3) 2.1.3 Open ended responses will be used in core subjects to work on expository writing. | | | | | | |
| Problem Statements: Student Achievement 1 | | | | | | |
| System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 | 4 | Executive Directors of Schools; Principals; and Instructional Coaches | Lesson plans, walk-throughs and student performance on writing assessments | | | |
| Problem Statements: Student Achievement 1 Funding Sources: Title I, Part A - \$0.00, Title II, Part A - \$0.00 | | | | | | |
| 4) 2.1.4 Continue writing instruction professional development series to include classroom support and coaching. | | | | | | |

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

Performance Objective 1 Problem Statements:

| |
|---|
| Student Achievement |
| Problem Statement 1: While student writing performance has improved, SAISD students continue to perform below state average at the Postsecondary Readiness and Advanced Standard. (TAPR) |
| Curriculum, Instruction, and Assessment |
| Problem Statement 6: A high percentage of teachers lack training to effectively design lessons which include meaningful integration of technology. |
| Problem Statement 11: Training for teachers on high-priority learning standards and lesson design has been inconsistent and/or fragmented. |


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

Performance Objective 2: 85% of students graduating in 2018 will be College and Career Ready Graduates.

Evaluation Data Source(s) 2: STAAR Performance Data; TAPR

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | 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 | | | |
| | Problem Statements: Demographics 2 Funding Sources: Title II, Part A - \$0.00, CATE Funds - \$0.00 | | | | | |
| 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 | | | |
| | Problem Statements: Demographics 1, 2 Funding Sources: High School Allotment - \$0.00 | | | | | |
| 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. | | | |
| | Problem Statements: Demographics 1, 2 Funding Sources: General Funds - \$0.00 | | | | | |
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Performance Objective 2 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Based on the 15/16 TAPR report, SAISD trails the state average enrollment in institutions of higher education (IHEs) by 10.1 percentage points. |

Problem Statement 2: Based on the 15/16 TAPR report, SAISD trails the state average of graduates with a CTE coherent sequence by 8.4 percentage points.


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

Performance Objective 3: Increase the percentage of students graduating under 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.

Evaluation Data Source(s) 3: TAPR

Summative Evaluation 3:

TEA Priorities: 3. Connect high school to career and college.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) 2.3.1 Promote 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 | Completed graduation plans for all incoming freshman; TAPR, PEIMS reports and class rosters | | | |
| Problem Statements: Demographics 1 | | | | | | |
| 2) 2.3.2 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 - \$0.00 | | | | | | |
|  | | | | | | |

Performance Objective 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Based on the 15/16 TAPR report, SAISD trails the state average enrollment in institutions of higher education (IHEs) by 10.1 percentage points. |






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.

Evaluation Data Source(s) 1: 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.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | 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 - \$0.00 | | | | | | |
| 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. | 1, 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 - \$0.00, Title II, Part A - \$0.00, Title III, Part A LEP - \$0.00 | | | | | | |
| 5) 3.1.5 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 | | | |
| 6) 3.1.6 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 | | | |
| 7) 3.1.7 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 | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

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

Performance Objective 1: 75% of eligible guardians will participate in three meaningful learning activities during the school year. (i.e...teacher conference; ARD; PTA/PTO function; special programs; volunteering)

Evaluation Data Source(s) 1: Participation Logs

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | 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. | 6, 10 | Director of Assessment & Counselors; Director of Career & Technical Education; and Counselors | Increased parent/guardian participation as evidenced by VIPs participation and sign-in sheets at parent involvement events | | | |
| Problem Statements: Family and Community Involvement 1 Funding Sources: Title I, Part A - \$0.00 | | | | | | |
| 2) 4.1.2 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 | | | |
| 3) 4.1.3 Provide verbal and/or written information in a form and language that can be understood by parents . | 6 | Principals; and Public Information Officer | Greater parent/guardian awareness of child progress and needs as well as opportunities to be involved in child's education. | | | |
| Problem Statements: Family and Community Involvement 1 Funding Sources: Title I, Part A - \$0.00 | | | | | | |
| 4) 4.1.4 Provide parent/guardian training in use of the Home Access Center including the mobile application. | 6 | Director of Data Services; and Public Information Officer | Parent access documentation | | | |
| Problem Statements: Technology 4 Funding Sources: Title I, Part A - \$0.00 | | | | | | |
|  | | | | | | |

Performance Objective 1 Problem Statements:

Family and Community Involvement

Problem Statement 1: Parents are not responding to opportunities for meaningful participation and input at the campus level.

Technology

Problem Statement 4: Many parents don't know how to access HAC (Home Access Center), monitor grades and attendance, nor do they have adequate or existing internet access.


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".

Evaluation Data Source(s) 1: TAPR and locally generated reports.

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | 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. | | Assistant Superintendent of Human Resources & Professional Development; Directors of Human Resources; and Principals | All teachers will be fully certified; all vacancies will be posted on the SAISD web page and Channel 4 | | | |
| | Funding Sources: Title II, Part A - \$0.00, Bilingual Funds - \$0.00 | | | | | |
| 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. | | Assistant Superintendent of Human Resources & Professional Development; and Director of Human Resources | Teacher Certifications, Attestation Reports completed by principals | | | |
| | Funding Sources: Bilingual Funds - \$0.00, General Funds - \$0.00 | | | | | |
|  | | | | | | |

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 regional salaries and high quality opportunities for personal targeted growth based on student needs.

Evaluation Data Source(s) 2: District Compensation Study; T-TESS; STAAR

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) 5.2.1 Provide incentives for SAISD Bilingual/ESL 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/ESL Certified Teachers | | | |
| | Funding Sources: Bilingual Funds - \$0.00, General Funds - \$0.00 | | | | | |
| 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. | 1, 10 | Executive Director of Accountability & Federal Programs | Students are successful on PNP entity assessments; Staff development attendance documentation, walk-throughs | | | |
| | Funding Sources: Title II, Part A - \$0.00, Title I, Part A - \$0.00 | | | | | |
| 3) 5.2.3 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 | | | |
| | Problem Statements: Staff Quality, Recruitment, and Retention 1 | | | | | |

| | | | | | | |
|--|---|---|--|--|--|--|
| 4) 5.2.4 Provide professional development to staff on how to incorporate technology in the curriculum and support 21st century learning. | 3, 4 | Assistant Superintendent of Human Resources & Professional Development; Director of Human Resources; Technology Training & Professional Development Manager | Staff development attendance documentation, walk-throughs | | | |
| | Problem Statements: Curriculum, Instruction, and Assessment 6 Funding Sources: Title I, Part A - \$0.00, Title II, Part A - \$0.00, General Funds - \$0.00 | | | | | |
| 5) 5.2.5 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 - \$0.00, Title II, Part A - \$0.00 | | | | | |
| 6) 5.2.6 Provide bilingual/ESL stipends to staff who provide direct instruction to active EL students. | | Executive Director and Federal Programs Specialist | Teacher Certifications: teacher rosters: and completed documentation | | | |
| | Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 2 Funding Sources: Bilingual Funds - \$0.00 | | | | | |
|  | | | | | | |

Performance Objective 2 Problem Statements:

| |
|---|
| Student Achievement |
| Problem Statement 2: SAISD ELL student performance is below statewide ELL performance in all subject areas. (TAPR) |
| Staff Quality, Recruitment, and Retention |
| Problem Statement 1: New teachers do not consistently receive additional support at the campus level. |
| Problem Statement 2: New teachers struggle to afford fees associated with the ESL and Bilingual certification tests. |
| Curriculum, Instruction, and Assessment |
| Problem Statement 6: A high percentage of teachers lack training to effectively design lessons which include meaningful integration of technology. |

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


Performance Objective 3: 100% of campus and district leaders will receive targeted professional development in order to build instructional leadership capacity.

Evaluation Data Source(s) 3: STAAR; T-TESS; T-PESS

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|---|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| 1) 5.3.1 Provide teachers leaders, 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), Transformational Leadership, and Leadership Literacy Coaching. Provide substitutes for teachers during training as necessary. | 4, 5 | 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 but not limited to Results Coaching. | 4 | Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Human Resources & Professional Development; Executive Directors; Principals | Sign-in sheets and session agendas | | | |
| | | | | | | |

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|--|---|---|---|--|--|--|
| 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 | | | |
| Funding Sources: Title I, Part A - \$0.00, Title II, Part A - \$0.00, General Funds - \$0.00 | | | | | | |
| 4) 5.3.4 Continue Aspiring Administrators' Academy | | Superintendent of Schools; Assistant Superintendent of Human Resources & Professional Development | Home grown administrators placed in our school upon vacancies | | | |
| Funding Sources: General Funds - \$0.00 | | | | | | |
|  | | | | | | |

Performance Objective 3 Problem Statements:

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|---|
| Curriculum, Instruction, and Assessment |
| Problem Statement 4: A lack of alignment of intervention strategies and data collection serves as a barrier to student success in our highly mobile community. |
| Problem Statement 8: Assistant principals have not been afforded adequate professional development to enable them to support district and campus initiatives. |
| Problem Statement 11: Training for teachers on high-priority learning standards and lesson design has been inconsistent and/or fragmented. |

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.

Evaluation Data Source(s) 1: A comprehensive long-range safety plan in place.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | 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 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) | | 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; Sign-in sheets from training; Parent Student Handbook - Sexual Abuse Information) | | | |
| Problem Statements: School Culture and Climate 1 Funding Sources: General Funds - \$0.00 | | | | | | |
| 3) 6.1.3 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) | 2, 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) | | | |
| Problem Statements: School Culture and Climate 1 Funding Sources: Title I, Part A - \$0.00 | | | | | | |

| | | | | | | |
|---|--|---|---------------------------------------|--|--|--|
| 4) 6.1.4. Prioritize recommendations resulting from recent external safety audit and devise plan for addressing key concerns. | | Assistant Superintendent of Business & Support Services; Safety & Compliance Specialist | Written and communicated action plan. | | | |
|---|--|---|---------------------------------------|--|--|--|

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

Performance Objective 1 Problem Statements:

| |
|---|
| School Culture and Climate |
| Problem Statement 1: The teachers/educators are not adequately prepared to support and serve students who come to school with social/emotional issues. |


Goal 6: Sustain a safe and secure environment.

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

Evaluation Data Source(s) 2: PBMAS

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | 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 | | | |
| | Problem Statements: School Culture and Climate 1 Funding Sources: Title IV - \$0.00 | | | | | |
| 2) 6.2.2 Provide information to parents regarding awareness and strategies to recognize sexual abuse or other maltreatment, early mental health intervention, suicide intervention and how to seek professional guidance. | | Deputy Superintendent of Administrative Services; Director of Counseling Services; Director of Pupil Services | Parent Student Handbook - Child Sexual Abuse Information | | | |
| | Funding Sources: Title IV - \$0.00 | | | | | |
| 3) 6.2.3 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) | | | |
| | Problem Statements: School Culture and Climate 1 Funding Sources: General Funds - \$0.00, State Comp Ed - \$0.00 | | | | | |
| 4) 6.2.4 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 | | | |
| | Funding Sources: State Comp Ed - \$0.00 | | | | | |

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|---|---|---|--|--|--|
| 5) 6.2.5 Continue Capturing Kids Hearts on current campuses and extend to remaining Lake View feeder pattern schools. | Deputy Superintendent of Administrative Services; Executive Directors | Training, meeting and walk-through logs | | | |
| Problem Statements: School Culture and Climate 1, 3, 4 Funding Sources: Title IV - \$0.00 | | | | | |
|  | | | | | |

Performance Objective 2 Problem Statements:

| School Culture and Climate |
|---|
| Problem Statement 1: The teachers/educators are not adequately prepared to support and serve students who come to school with social/emotional issues. |
| Problem Statement 3: Although the district attendance rate is higher than the state average, chronic absenteeism is a problem. (need CA rate) |
| Problem Statement 4: Teachers struggle to understand how to make connections with a variety of demographics of students that contribute to success. |

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 6 | 1.1.6 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 PIT Crew and other Special Education personnel will provide classroom support to help manage behaviors that interfere with learning. |
| 1 | 2 | 3 | 1.2.3 Provide training opportunities to all teachers who serve LEP students, to include, but not limited to, the following: English Language Proficiency Standards(ELPS), Sheltered Instruction (SI), differentiated instruction, data disaggregation, compliance, second language acquisition, cultural awareness and Teacher certification for BE and ESL. |
| 1 | 2 | 4 | 1.2.4 Provide supplemental instructional support for EL students through the use of six ELL Student Support teachers. |
| 1 | 2 | 5 | 1.2.5 Provide supplemental instructional materials/resources to enhance Bilingual/ESL programs and content area curriculum during the academic school year. |
| 2 | 1 | 2 | 2.1.2 K-3 Teachers will incorporate daily writing instruction within the 120 minute ELA block, covering grade specific TEKS. |
| 2 | 1 | 3 | 2.1.3 Open ended responses will be used in core subjects to work on expository writing. |
| 2 | 1 | 4 | 2.1.4 Continue writing instruction professional development series to include classroom support and coaching. |