

# **San Angelo Independent School District**

## **District Improvement Plan**

### **2018-2019 Goals/Performance Objectives/Strategies**



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# Mission Statement

The mission of SAISD is to engage all students in a relevant and inspiring education that produces future ready graduates.

## 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, 2019, SAISD, 75% 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:

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Strategy Description	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: Student Academic Achievement 1, 2, 3 Funding Sources: General Funds - 0.00				
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.	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: Student Academic Achievement 1, 2, 3 - School Processes & Programs 4 Funding Sources: Title I, 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.			
	Problem Statements: Perceptions 4				

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>4) 1.1.4 The Student 2 Student program (Military Child Education Coalition) will be implemented at all campuses to help new students transfer smoothly to new campuses.</p>	Deputy Superintendent of Administrative Services; school counselors; GFAPB 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: Perceptions 3				
<p>5) 1.1.5 Teachers design lessons that motivate students to engage with the content.</p>	Teachers; Instructional Coaches; and Principals	Performance on curriculum based assessments and STAAR; Student attendance reports			
	Problem Statements: Student Academic Achievement 1, 2, 3 - Perceptions 4				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>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. Includes use of LLI and iLit as well.</p>	Teachers; Principals; and Executive Directors of Schools	Student performance on curriculum based assessments and STAAR			
	Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 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				
<p>7) 1.1.7 Ensure students have access to technology devices as necessary to engage with and master objectives.</p>	Director of Technology; Executive Directors; Principals	Walk-through and observation provide evidence of appropriate and impactful integration of modern technology.			
	Funding Sources: Title IV - 0.00				
<p>8) 1.1.8 Teachers participate in the district curriculum team to revise and edit the curriculum and aligned assessments.</p>	Assistant Superintendent of Curriculum and Instruction; Directors of C&; Principals	Efforts yield quality curriculum documents according to district Plan For Learning schedule.			
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> SAISD 2017 students' performance is below the statewide average in all subject areas on STAAR. (All Subjects: TX 75%; SAISD 69%)
<b>Problem Statement 2:</b> SAISD 2017 special education student performance at "Approaches Grade Level" is below the state average in all subjects. (All Subjects: TX 41%; SAISD 33%)
<b>Problem Statement 3:</b> SAISD 2017 English Language Learner student performance at "Approaches Grade Level" is below the state average in all subjects. (All Subjects: TX 57%; SAISD 43%)
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Lack of alignment of RTI intervention strategies & data collection.
<b>Problem Statement 4:</b> Support for 2-5 year teachers is minimal.
<b>Perceptions</b>

**Problem Statement 3:** The teachers/educators are not adequately prepared to support and serve students who come to school with social/emotional issues.

**Problem Statement 4:** Although the district attendance rate is higher than the state average, chronic absenteeism is a problem.

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

**Performance Objective 2:** By May, 2019, Special Education and English Language Learner performance on state assessments will increase by 5% as compared to 2018 performance.




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

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p><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. Includes use of iLit and LLI as well.</p>	Teachers; Principals; and Executive Directors of Schools	Student performance on curriculum based assessments and STAAR; PBMAS reports			
<p>Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes &amp; Programs 1 Funding Sources: Title I, Part A - 0.00, State Comp Ed - 0.00, Title III, Part A LEP - 0.00, Bilingual Funds - 0.00</p>					
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) 1.2.2 PIT Crew and other Special Education personnel will provide classroom support to help manage behaviors that interfere with learning.</p>	Director of Special Education; and PIT Crew	Increased learning time through reductions in classroom removals as evidenced by PIT Crew documentation and discipline data.			
<p>Problem Statements: Demographics 2 - Student Academic Achievement 2 - Perceptions 3</p>					
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>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.</p>	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			
<p>Problem Statements: Student Academic Achievement 1, 3 Funding Sources: Bilingual Funds - 0.00, General Funds - 0.00, Title III, Part A LEP - 0.00</p>					
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>4) 1.2.4 Provide supplemental instructional support for EL students through the use of six ELL Student Support teachers.</p>	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.			
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: Bilingual Funds - 0.00</p>					



<p align="center"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>5) 1.2.5 Provide supplemental instructional materials/resources to enhance Bilingual/ESL programs and content area curriculum during the academic school year. DOES THIS INCLUDE iLit?</p>	<p>Federal Program Specialist and Campus Principals</p>	<p>Student growth/progress as evidenced by performance on curriculum based assessments and state assessments.</p>			
	<p>Problem Statements: Student Academic Achievement 3 Funding Sources: Title III, Part A LEP - 0.00, Bilingual Funds - 0.00</p>				
<p align="center">  = Accomplished       = No Progress       = Discontinue </p>					

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> The percentage of special education students identified with behavioral disabilities is slightly above the state average at 21.5%. The 16/17 TAPR was the first to report this category but general feeling is this is on the rise and reason for concern. (2018)
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> SAISD 2017 students' performance is below the statewide average in all subject areas on STAAR. (All Subjects: TX 75%; SAISD 69%)
<b>Problem Statement 2:</b> SAISD 2017 special education student performance at "Approaches Grade Level" is below the state average in all subjects. (All Subjects: TX 41%; SAISD 33%)
<b>Problem Statement 3:</b> SAISD 2017 English Language Learner student performance at "Approaches Grade Level" is below the state average in all subjects. (All Subjects: TX 57%; SAISD 43%)
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Lack of alignment of RTI intervention strategies & data collection.
<b>Perceptions</b>
<b>Problem Statement 3:</b> The teachers/educators are not adequately prepared to support and serve students who come to school with social/emotional issues.

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

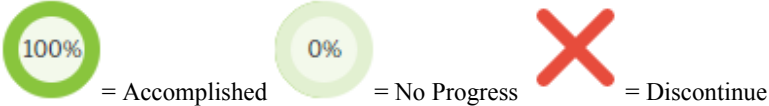
**Performance Objective 3:** By May, 2019, At-Risk student performance on the state assessment will close performance gaps to less than 25% in each subject area as compared to their non At-Risk peers.

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

**Summative Evaluation 3:**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) 1.3.1 Provide intervention and acceleration to meet the individual needs of students identified with delays in reading.</p>	<p>Reading Interventionists; Executive Director of Accountability &amp; Federal Programs; 504 Specialist; and Principals</p>	<p>Performance on curriculum based assessments and STAAR; Student data tracking forms</p>			
			<p>Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: State Comp Ed - 450000.00</p>		
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) 1.3.2 Provide district level support to campuses with development and implementation of effective RTI program.</p>	<p>Principals; Instructional Coaches; and Classroom Teachers</p>	<p>Student performance on curriculum based assessments and STAAR; RTI records and progress reports</p>			
			<p>Problem Statements: Student Academic Achievement 1 - School Processes &amp; Programs 1</p>		
<p>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.</p>	<p>Executive Director of Accountability &amp; Federal Programs; Principals; and Director of Human Resources</p>	<p>Increases in student performance on curriculum based assessments and STAAR; evidence of decreasing achievement gaps</p>			
			<p>Funding Sources: Title I, Part A - 0.00, Title II, Part A - 429042.00, State Comp Ed - 1093000.00</p>		
<p>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.</p>	<p>Director of Assessment and Counselors; &amp; Principals</p>	<p>Student performance on curriculum based assessments and STAAR; student attendance reports; drop out prevention</p>			
			<p>Problem Statements: Student Academic Achievement 1 - Perceptions 4 Funding Sources: State Comp Ed - 0.00</p>		

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			
	Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 Funding Sources: State Comp Ed - 0.00, Title I, Part A - 0.00				
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 students.	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: Perceptions 4 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			
	Problem Statements: Perceptions 3 Funding Sources: State Comp Ed - 4800000.00				
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)	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:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> SAISD 2017 students' performance is below the statewide average in all subject areas on STAAR. (All Subjects: TX 75%; SAISD 69%)
<b>Problem Statement 2:</b> SAISD 2017 special education student performance at "Approaches Grade Level" is below the state average in all subjects. (All Subjects: TX 41%; SAISD 33%)
<b>Problem Statement 3:</b> SAISD 2017 English Language Learner student performance at "Approaches Grade Level" is below the state average in all subjects. (All Subjects: TX 57%; SAISD 43%)
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Lack of alignment of RTI intervention strategies & data collection.
<b>Perceptions</b>
<b>Problem Statement 3:</b> The teachers/educators are not adequately prepared to support and serve students who come to school with social/emotional issues.
<b>Problem Statement 4:</b> Although the district attendance rate is higher than the state average, chronic absenteeism is a problem.

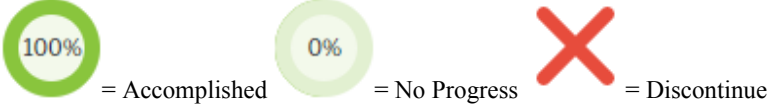
**Goal 1:** Provide student achievement at the highest levels.

**Performance Objective 4:** Maintain less than 0.5% dropout rate in middle school and 2% in high school annually for 2018 and 2019.

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

**Summative Evaluation 4:**

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) 1.4.1 Provide assistance for students and their families to remove barriers in school readiness, success and attendance.</p>	School Service Workers; At-Risk Coordinators; and Counselors	Student performance on curriculum based assessments and STAAR			
<p>Problem Statements: Student Academic Achievement 1 - Perceptions 3, 4</p> <p>Funding Sources: State Comp Ed - 0.00</p>					
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) 1.4.2 Limit occurrence of retention through accelerated instruction and credit recovery programs.</p>	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			
<p>Problem Statements: Student Academic Achievement 1 - School Processes &amp; Programs 1</p>					
					

**Performance Objective 4 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> SAISD 2017 students' performance is below the statewide average in all subject areas on STAAR. (All Subjects: TX 75%; SAISD 69%)
School Processes & Programs
<b>Problem Statement 1:</b> Lack of alignment of RTI intervention strategies & data collection.

<b>Perceptions</b>
<b>Problem Statement 3:</b> The teachers/educators are not adequately prepared to support and serve students who come to school with social/emotional issues.
<b>Problem Statement 4:</b> Although the district attendance rate is higher than the state average, chronic absenteeism is a problem.




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

**Performance Objective 5:** Ensure students at all campuses have equal access to technology devices necessary to engage with the curriculum and access specific programs that require hand-held devices.

**Evaluation Data Source(s) 5:** Data regarding student access to technology devices by campus.

**Summative Evaluation 5:**

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6  1) Evaluate current data regarding student access to devices by campus to identify disparity.	Director of Technology	Report yielding related data			
Problem Statements: Perceptions 1					
<b>Critical Success Factors</b> CSF 1 CSF 6  2) Continue to increase the number of hand-held technology devices on campuses where needs are identified.	Director of Technology; Executive Director of Federal Programs; C&I Department	Student performance; increased and equitable student access to devices			
 = Accomplished  = No Progress  = Discontinue					

**Performance Objective 5 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Many campuses lack safety devices and/or have issues with security such as open access and lack of secure vestibules.

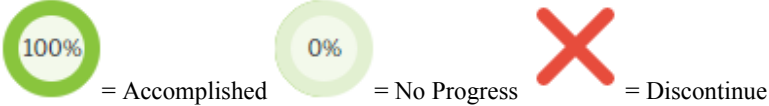
## Goal 2: Students graduate from San Angelo ISD college and career ready.

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

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

**Summative Evaluation 1:**

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>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.</p>	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			
<p>Problem Statements: Student Academic Achievement 1 - School Processes &amp; Programs 2, 5 - Perceptions 3</p> <p>Funding Sources: Title II, Part A - 0.00, Title I, Part A - 0.00</p>					
<p><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>2) 2.1.2 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>Problem Statements: Student Academic Achievement 1, 2, 3</p>					
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) 2.1.4 Continue writing instruction professional development series to include classroom support and coaching.</p>	Executive Directors of Schools; Principals; and Instructional Coaches	Lesson plans, walk-throughs and student performance on writing assessments			
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: Title I, Part A - 0.00, Title II, Part A - 0.00</p>					
					

### Performance Objective 1 Problem Statements:

Student Academic Achievement
<b>Problem Statement 1:</b> SAISD 2017 students' performance is below the statewide average in all subject areas on STAAR. (All Subjects: TX 75%; SAISD 69%)

**Problem Statement 2:** SAISD 2017 special education student performance at "Approaches Grade Level" is below the state average in all subjects. (All Subjects: TX 41%; SAISD 33%)

**Problem Statement 3:** SAISD 2017 English Language Learner student performance at "Approaches Grade Level" is below the state average in all subjects. (All Subjects: TX 57%; SAISD 43%)

**School Processes & Programs**

**Problem Statement 2:** Homework & grading policies are not aligned with district direction & best practice.

**Problem Statement 5:** The potential sharing and classroom access for observation of our most effective teachers is underutilized.

**Perceptions**

**Problem Statement 3:** The teachers/educators are not adequately prepared to support and serve students who come to school with social/emotional issues.



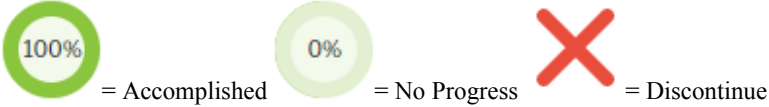
**Goal 2:** Students graduate from San Angelo ISD college and career ready.

**Performance Objective 2:** 90% of students graduating in 2019 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	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 4					
<b>Critical Success Factors</b> CSF 6 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 3					
Funding Sources: High School Allotment - 0.00					
<b>Critical Success Factors</b> CSF 6 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 3					
Funding Sources: General Funds - 0.00					
					

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> Based on the 16/17 TAPR report, SAISD trails the state average enrollment in institutions of higher education (IHEs) by 9.1 percentage points. (PS established 2017)

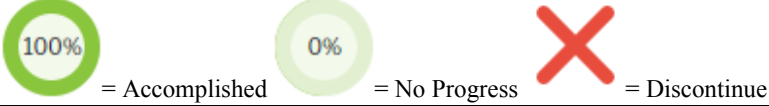
**Problem Statement 4:** Based on the 16/17 TAPR report, SAISD trails the state average of graduates with a CTE coherent sequence by 15.4 percentage points. (2017)

**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:**

Strategy Description	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			
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					
					




**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	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.	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.	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) 3.1.6 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			
6) 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			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

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

**Performance Objective 1:** Schools will make a concerted effort to have a guardian of every child participate in at least one meaningful school related activity. (i.e...teacher conference; ARD; PTA/PTO function; special programs; volunteering)

**Evaluation Data Source(s) 1:** Participation Logs

### Summative Evaluation 1:

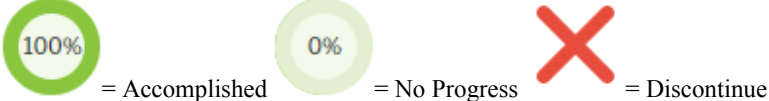
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) 4.1.1 Provide a variety of opportunities and methods (not limited to technology) by which individuals can sign up to volunteer and get involved in school activities.	Director of Assessment & Counselors; Director of Career & Technical Education; and Counselors	Increased parent/guardian participation as evidenced by VIPs participation and sign-in sheets at parent involvement events			
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 .	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.			
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.	Director of Data Services; and Public Information Officer	Parent access documentation			
Funding Sources: Title I, Part A - 0.00					
 = Accomplished  = No Progress  = Discontinue					

## 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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<p><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>1) 5.1.1 Conduct recruitment activities to ensure highly qualified personnel in all positions such as attending and hosting job fairs, posting vacancies on multiple sites, conducting the Aspiring Administrator's Academy, and recruit student teachers in our schools.</p>	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			
<p>Problem Statements: Demographics 1 Funding Sources: Title II, Part A - 0.00, Bilingual Funds - 0.00</p>					
<p>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.</p>	Assistant Superintendent of Human Resources & Professional Development; and Director of Human Resources	Teacher Certifications, Attestation Reports completed by principals			
<p>Funding Sources: Bilingual Funds - 0.00, General Funds - 0.00</p>					
<p>3) Expand New Teacher Academy from a one year program to two in order to continue to provide specific professional development and support beyond the teacher's first year.</p>	Assistant Superintendent of Human Resources & Professional Development and Assistant Superintendent of Curriculum and Instruction	Teacher implementation of research based best practice instructional strategies; Improved student growth and performance; Teacher retention			
<p>Problem Statements: Student Academic Achievement 1 - School Processes &amp; Programs 4, 5 - Perceptions 3</p>					
					

### Performance Objective 1 Problem Statements:

### **Demographics**

**Problem Statement 1:** The Hispanic student representation is 59% while only 19% of the District's teachers are Hispanic resulting in a teaching staff that is not reflective of the student demographic. (2018)

### **Student Academic Achievement**

**Problem Statement 1:** SAISD 2017 students' performance is below the statewide average in all subject areas on STAAR. (All Subjects: TX 75%; SAISD 69%)

### **School Processes & Programs**

**Problem Statement 4:** Support for 2-5 year teachers is minimal.

**Problem Statement 5:** The potential sharing and classroom access for observation of our most effective teachers is underutilized.

### **Perceptions**

**Problem Statement 3:** The teachers/educators are not adequately prepared to support and serve students who come to school with social/emotional issues.



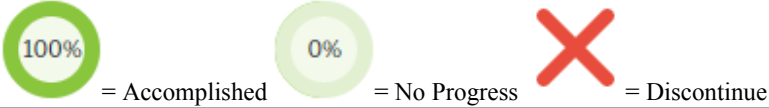
**Goal 5:** Secure and retain effective staff that are reflective of and responsive to the districts' student body.

**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:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<b>Equity Plan Strategy</b> 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.	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			
4) 5.2.4 Provide professional development to staff on how to incorporate technology in the curriculum and support 21st century learning.	Assistant Superintendent of Human Resources & Professional Development; Director of Human Resources; Technology Training & Professional Development Manager	Staff development attendance documentation, walk-throughs			
			Problem Statements: School Processes & Programs 7 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.	Assistant Superintendent of Human Resources & Professional Development; Director of Human Resources; Executive Directors	Staff development attendance documentation, walk-throughs			
	Problem Statements: Student Academic Achievement 1, 3 - Perceptions 3 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			
	Funding Sources: Bilingual Funds - 0.00				
					

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> SAISD 2017 students' performance is below the statewide average in all subject areas on STAAR. (All Subjects: TX 75%; SAISD 69%)
<b>Problem Statement 3:</b> SAISD 2017 English Language Learner student performance at "Approaches Grade Level" is below the state average in all subjects. (All Subjects: TX 57%; SAISD 43%)
<b>School Processes &amp; Programs</b>
<b>Problem Statement 7:</b> Teachers need additional job-embedded, campus based, technology training.
<b>Perceptions</b>
<b>Problem Statement 3:</b> The teachers/educators are not adequately prepared to support and serve students who come to school with social/emotional issues.

**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.

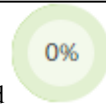
**Evaluation Data Source(s) 3:** STAAR; T-TESS; T-PSS

**Summative Evaluation 3:**

Strategy Description	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.	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			
Funding Sources: Title I, Part A - 0.00, Title II, Part A - 0.00, High School Allotment - 0.00					
2) 5.3.2 Provide networking opportunities and training for Instructional Coaches, including but not limited to Results Coaching.	Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Human Resources & Professional Development; Executive Directors; Principals	Sign-in sheets and session agendas			
Funding Sources: Title II, Part A - 0.00, Title I, Part A - 0.00					
3) 5.3.3 Education Service Center, Region 15 provides training, information, and assistance with grant management.	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					



= Accomplished



= No Progress



= Discontinue

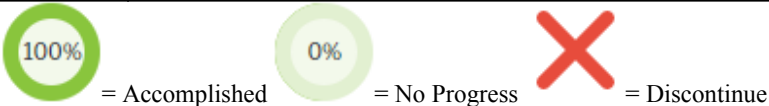
**Goal 5:** Secure and retain effective staff that are reflective of and responsive to the districts' student body.

**Performance Objective 4:** Innovative technology integration will be observable in 20% of classrooms.

**Evaluation Data Source(s) 4:** Observation and survey data

**Summative Evaluation 4:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7  1) Conduct Technology Integration Classroom Visits.	Instructional Technology Coordinator	Increased effective, innovative utilization of devices; increased student engagement			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 5, 7				
2) Conduct Engage Summer Conference, fostering the Transformation of Learning.	Instructional Technology Coordinator	Increased effective, innovative utilization of devices; increased student engagement			
	Problem Statements: School Processes & Programs 7				
					

**Performance Objective 4 Problem Statements:**




<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> SAISD 2017 students' performance is below the statewide average in all subject areas on STAAR. (All Subjects: TX 75%; SAISD 69%)
<b>School Processes &amp; Programs</b>
<b>Problem Statement 5:</b> The potential sharing and classroom access for observation of our most effective teachers is underutilized.
<b>Problem Statement 7:</b> Teachers need additional job-embedded, campus based, technology training.

## 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) 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)			
Funding Sources: General Funds - 0.00					
2) 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)	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 - 0.00					
<b>Critical Success Factors</b> CSF 6	Assistant Superintendent of Business & Support Services; Safety & Compliance Specialist	Written and communicated action plan.			
3) 6.1.4. Prioritize recommendations resulting from recent external safety audit and devise plan for addressing key concerns including the increase of safety related devices and campus accessibility.					
Problem Statements: Perceptions 1, 2					
 = Accomplished  = No Progress  = Discontinue					

### Performance Objective 1 Problem Statements:

<b>Perceptions</b>
<b>Problem Statement 1:</b> Many campuses lack safety devices and/or have issues with security such as open access and lack of secure vestibules.
<b>Problem Statement 2:</b> The District lacks aligned processes and procedures related to safety.

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

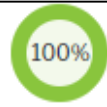
**Performance Objective 2:** Reduce the number of discretionary placements to DAEP by 5%.

**Evaluation Data Source(s) 2:** PBMAS

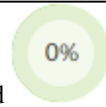
**Summative Evaluation 2:**

Strategy Description	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			
			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)			
			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		
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			
			Funding Sources: Title IV - 0.00		





= Accomplished



= No Progress



= Discontinue

## Comprehensive Support 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. Includes use of LLI and iLit as well.
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. Includes use of iLit and LLI as well.
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. DOES THIS INCLUDE iLit?
1	3	1	1.3.1 Provide intervention and acceleration to meet the individual needs of students identified with delays in reading.
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	2.1.4 Continue writing instruction professional development series to include classroom support and coaching.