

# **San Angelo Independent School District**

## **District Improvement Plan**

### **2021-2022 Formative Review**

**Accountability Rating: Not Rated: Declared State of Disaster**



# 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 2021-2022 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. Pillars: 1-Student Achievement-ensure academic success for all students, 2-Student Readiness-ensure students are well prepared for their next level of education, most notably for post secondary success (CCMR), 3-Engaged well-rounded students ESF Levers: 1-Strong School Leadership and Planning, 4-High Quality Instruction, 5-Effective Instruction

**Performance Objective 1:** By May, 2022, 75% of all students, race ethnicity groups and economically disadvantaged students will meet or exceed grade level expectations in all subject areas.

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

**Evaluation Data Sources:** Local assessment data (MAP, MClass, etc); report cards; STAAR performance data and RDA

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 1.1.1 Teachers will regularly incorporate High Yield Instructional Strategies which supports district initiatives (Scholastic, Math Solutions, and Design Planning). <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Walk-Through Team; and Principals and Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Professional Development and materials - General Funds	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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 through refined MTSS process. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Executive Director of Teaching & Learning; Chief of School Leadership; Directors of Curriculum and Instruction; and Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> District Instructional Coaches - Title I, Part A - 211, Emergent Tree - Title IV	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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) <b>Strategy's Expected Result/Impact:</b> Student transfer performance as evidenced on 6 and 9 week grade reports. Counselor and campus administration observation of successful assimilation. <b>Staff Responsible for Monitoring:</b> Director of Assessment and Counselors; and Campus Counselors	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Students assimilate quickly to new school environment, demonstrate academic success and exhibit behaviors consistent with positive peer and adult relationships. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent; School Counselors; GFAFB School Liaison Officer	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> 1.1.5 Teachers design lessons that motivate students to engage with the content using design qualities. <b>Strategy's Expected Result/Impact:</b> Performance on curriculum based assessments and STAAR; Student attendance reports <b>Staff Responsible for Monitoring:</b> Teachers; Instructional Coaches; Principals, and Curriculum & Instruction team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> 1.1.6 Provide focused intense small group instruction for students identified for remediation and/or acceleration through MTSS, tutorials, summer school, and utilization of instructional coaches, interventionists, and aides. Includes use of LLI, iLit, and Do the Math as well.  <b>Strategy's Expected Result/Impact:</b> Student performance on curriculum based assessments and STAAR <b>Staff Responsible for Monitoring:</b> Teachers; Principals; and Executive Director of Teaching & Learning; and Chief of School Leadership <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Instructional Coaches; Interventionists; Accelerated Instruction; Transportation; Supplies; and Nurse - Title I, Part A - 211 - \$25,000, Interventionists; Accelerated Instruction; and Supplies - State Comp Ed, iLit - Title III, Part A LEP, LLI - Title I, Part C Migrant	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> 1.1.7 Ensure students have access to technology devices as necessary to engage with and master objectives. <b>Strategy's Expected Result/Impact:</b> Walk-through and observation provide evidence of appropriate and impactful integration of modern technology. <b>Staff Responsible for Monitoring:</b> Director of Technology; Executive Director of Teaching & Learning; Chief of School Leadership; and Principals <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Title IV, - State Comp Ed	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> 1.1.8 Teachers participate in the district curriculum team to revise and edit the curriculum and aligned assessments. <b>Strategy's Expected Result/Impact:</b> Efforts yield quality curriculum documents according to district Plan For Learning schedule. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Directors of C&I; Principals	Formative		
	Nov	Feb	May

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

**Goal 1:** Provide student achievement at the highest levels. Pillars: 1-Student Achievement-ensure academic success for all students, 2-Student Readiness-ensure students are well prepared for their next level of education, most notably for post secondary success (CCMR), 3-Engaged well-rounded students ESF Levers: 1-Strong School Leadership and Planning, 4-High Quality Instruction, 5-Effective Instruction

**Performance Objective 2:** By June 2022, Special Education and English Language Learner performance on state assessments will increase by 5% as compared to 2019 & 2021 performance.

**TEA Priorities:** Build a foundation of reading and math

**Evaluation Data Sources:** STAAR performance data; RDA reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 1.2.1 Provide focused intense small group instruction for students identified for remediation and/or acceleration through MTSS, tutorials and summer school. Includes use of iLit and LLI as well. <b>Strategy's Expected Result/Impact:</b> Student performance on curriculum based assessments and STAAR; RDA reports <b>Staff Responsible for Monitoring:</b> Teachers; Principals; and Executive Director of Teaching & Learning; and Chief of School Leadership <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Interventionists: Accelerated Instruction Transportation: Nurse: and Supplies - Title I, Part A, Interventionists: Accelerated Instruction Salaries and Supplies - State Comp Ed, LLI - Title III, Part A LEP, iLit - Bilingual Funds	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 1.2.2 Director of SEL and Special Education personnel and campus staff will provide classroom support to help manage behaviors that interfere with learning. <b>Strategy's Expected Result/Impact:</b> Increased learning time through reductions in classroom removals as evidenced by MTSS Team documentation through Panorama and discipline data. <b>Staff Responsible for Monitoring:</b> Director of SEL, Director of Special Education; and Campus Staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Title IV	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased student success as measured by portfolios, diagnostic and alternative assessments, PreLAS and LAS tests, TELPAS, and MClass by 2% each year <b>Staff Responsible for Monitoring:</b> Director of Bilingual and English Language Learners; Principals; and ESC, Region 15 <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Professional Development; Consultants; and Materials - Bilingual Funds, - General Funds, Professional Development - Title III, Part A LEP	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 1.2.4 Provide supplemental instructional support for EL students through the use of six ELL Student Support teachers. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Executive Director Teaching & Learning; Chief of School Leadership; Director of Bilingual & English Language Learners; and Campus Principals <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> ESL Certified Teachers - State Comp Ed - 199	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> 1.2.5 Provide supplemental instructional materials/resources to enhance Bilingual/ESL programs and content area curriculum during the academic school year. <b>Strategy's Expected Result/Impact:</b> Student growth/progress as evidenced by performance on curriculum based assessments and state assessments. <b>Staff Responsible for Monitoring:</b> Director of Bilingual & English Language Learners and Campus Principals <b>Funding Sources:</b> Dictionaries and electronic translators - Title III, Part A LEP, Imagine Learning; and Technology Devices - Bilingual Funds	Formative		
	Nov	Feb	May
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**Performance Objective 3:** By June 2022, 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.

TEC 11.252

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

## Targeted or ESF High Priority

Evaluation Data Sources: STAAR performance data; RDA reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 1.3.1 Provide intervention and acceleration to meet the individual needs of students identified with delays in reading. <b>Strategy's Expected Result/Impact:</b> Performance on curriculum based assessments and STAAR; Student data tracking forms <b>Staff Responsible for Monitoring:</b> Reading Interventionists; 504 Specialist; C& I; and Principals <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b> <b>Funding Sources:</b> Intervention Specialist: Reading Interventionist: Professional Development: and supplies - State Comp Ed - 199 - \$0, Part-time interventionist - Title I, Part A - 211	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 1.3.2 Provide district level support to campuses with development and implementation of effective MTSS program. <b>Strategy's Expected Result/Impact:</b> Student performance on curriculum based assessments and STAAR; MTSS documentation and progress reports <b>Staff Responsible for Monitoring:</b> Executive Directors of Schools; C&I; Principals; Instructional Coaches; and Classroom Teachers	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 1.3.3 Provide intervention teachers and interventionist on campuses identified to have the greatest need for improvement in core academic areas. <b>Strategy's Expected Result/Impact:</b> Increases in student performance on curriculum based assessments and STAAR; evidence of decreasing achievement gaps <b>Staff Responsible for Monitoring:</b> Principals; and Director of Human Resources <b>Title I Schoolwide Elements:</b> 2.4 <b>Funding Sources:</b> Interventionists - Title I, Part A - 211, Interventionists - State Comp Ed - 199	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Student performance on curriculum based assessments and STAAR; student attendance reports; drop out prevention <b>Staff Responsible for Monitoring:</b> Director of Assessment and Counseling; Counselors; and Principals <b>Funding Sources:</b> - State Comp Ed	Formative		
	Nov	Feb	May



Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> 1.3.5 Provide focused intense small group instruction for students identified for remediation and/or acceleration through MTSS, tutorials, PAYS, homebound instruction and summer school. TEC 11.251 TEC 11.252 <b>Strategy's Expected Result/Impact:</b> Student performance on curriculum based assessments and STAAR <b>Staff Responsible for Monitoring:</b> Executive Director of Teaching & Learning; Chief of School Leadership; Instructional Coaches; Principals; and Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> A+LS; MClass; Edgenuity, Saxon Phonics; Measuring Up; Tutors; PAYS Staff; Homebound Teachers; and supplies - State Comp Ed, Interventionists - Title I, Part A	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> Student performance on curriculum based assessments; Daily logs, PEIMS data and STAAR <b>Staff Responsible for Monitoring:</b> Director of Federal Programs; Campus Principals; At-Risk Coordinators; and Social Service Workers <b>Title I Schoolwide Elements:</b> 2.5, 2.6 <b>Funding Sources:</b> School service workers; at-risk coordinators; counselors ;instructional aides; clerical aides; tutorials; clothing & supplies - State Comp Ed, Instructional materials, clothing and supplies, transportation - Title I, Part A - 211	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> 1.3.7 Provide a safe alternative education setting for students that have been removed from the regular campus for disciplinary reasons. <b>Strategy's Expected Result/Impact:</b> Student performance on curriculum based assessments; attendance; reduction in number of students returning to DAEP <b>Staff Responsible for Monitoring:</b> DAEP Principal: Director Safe Environments and Student Services: and Executive Director of Teaching & Learning; and Chief of School Leadership <b>Funding Sources:</b> DAEP Personnel: Student Resources: and Supplies - State Comp Ed - 199	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> 1.3.8 Build foundation skills and provide educational experiences for children through pre-kindergarten (employ 16 certified Early Education Teachers and 2 Bilingual Certified) <b>Strategy's Expected Result/Impact:</b> Readiness assessment data; Teacher Certification documentation and teacher rosters <b>Staff Responsible for Monitoring:</b> Executive Director of Teaching & Learning; Chief of School Leadership; Director of Elementary Curriculum; and Campus Principals <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Title I, Part A, - Bilingual Funds	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> </div>			

**Goal 1:** Provide student achievement at the highest levels. Pillars: 1-Student Achievement-ensure academic success for all students, 2-Student Readiness-ensure students are well prepared for their next level of education, most notably for post secondary success (CCMR), 3-Engaged well-rounded students ESF  
Levers: 1-Strong School Leadership and Planning, 4-High Quality Instruction, 5-Effective Instruction

**Performance Objective 4:** Maintain less than 0.5% dropout rate in middle school and 2% in high school annually for 2022.

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

**Evaluation Data Sources:** TAPR; Campus Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 1.4.1 Provide assistance for students and their families to remove barriers in school readiness, success and attendance. <b>Strategy's Expected Result/Impact:</b> Student performance on curriculum based assessments and STAAR <b>Staff Responsible for Monitoring:</b> School Service Workers; At-Risk Coordinators; and Counselors <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> Academic Specialist; School Service Workers; At-Risk Coordinators; Counselors; and Instructional Aides - State Comp Ed	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 1.4.2 Limit occurrence of retention through accelerated instruction and credit recovery programs. <b>Strategy's Expected Result/Impact:</b> Student performance on STAAR and course completion; GPC meeting records; TAPR <b>Staff Responsible for Monitoring:</b> Executive Director of Teaching & Learning; Chief of School Leadership; Director of Assessment & Counselors; Director of Special Education; Counselors; Principals; MTSS Team; 504 Specialist; and Instructional Coaches <b>Funding Sources:</b> - State Comp Ed	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 1:** Provide student achievement at the highest levels. Pillars: 1-Student Achievement-ensure academic success for all students, 2-Student Readiness-ensure students are well prepared for their next level of education, most notably for post secondary success (CCMR), 3-Engaged well-rounded students ESF  
Levers: 1-Strong School Leadership and Planning, 4-High Quality Instruction, 5-Effective Instruction

**Performance Objective 5:** Continue to 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 Sources:** Data regarding student access to technology devices by campus.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 1.5.1 Continue to evaluate current data regarding student access to devices by campus to identify disparity and continue to increase and replace the number of handheld technology devices on campuses where needed.. <b>Strategy's Expected Result/Impact:</b> Report yielding related data through a Technology Plan, Student performance, and increased and equitable student access to devices. <b>Staff Responsible for Monitoring:</b> Director of Technology; Executive Director of Teaching & Learning; Chief of School Leadership, and Principals <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 1.5.2 Create and facilitate technology-focused professional learning for all instructional staff and students focusing on technology integration and appropriate use. <b>Strategy's Expected Result/Impact:</b> Student performance; increased and equitable student access to devices <b>Staff Responsible for Monitoring:</b> Director of Technology; C&I Department, HR, and Principals	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 2:** Students graduate from San Angelo ISD college and career ready. Pillars: 1-Student Achievement, 2-Student Readiness, 3-Engaged Well-Rounded Students ESF Levers: 1-Strong Leadership & Planning, 2- Effective, Well Supported Teachers, 3-Positive School Culture, 4-High Quality Curriculum, 5-Effective Instruction





**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.

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

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Performance Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 2.1.1 Train and provide support for teachers in designing lessons that make connections between student interests and experience and the content objectives. <b>Strategy's Expected Result/Impact:</b> Lesson plans and observations (walk-throughs and formal); Student performance on STAAR and curriculum based assessments; Engage 2 Learn <b>Staff Responsible for Monitoring:</b> Executive Director of Teaching & Learning; Chief of School Leadership; Directors of Curriculum and Instruction; Instructional Coaches; and Principals <b>Funding Sources:</b> Instructional Coaches; consultants - Title II, Part A, - Title I, Part A	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 2.1.2 K-3 Teachers will incorporate daily writing instruction within the 120 minute ELA block, covering grade specific TEKS. <b>Strategy's Expected Result/Impact:</b> Completed regulations in place and approved by the board <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 2.1.3 Continue writing instruction professional development series to include classroom support and coaching. <b>Strategy's Expected Result/Impact:</b> Lesson plans, walk-throughs and student performance on writing assessments <b>Staff Responsible for Monitoring:</b> Executive Director of Teaching & Learning; Chief of School Leadership; Principals; and Instructional Coaches <b>Funding Sources:</b> Travel expenses - Title I, Part A, Consultant Fees and supplies - Title II, Part A	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Students graduate from San Angelo ISD college and career ready. Pillars: 1-Student Achievement, 2-Student Readiness, 3-Engaged Well-Rounded Students ESF Levers: 1-Strong Leadership & Planning, 2- Effective, Well Supported Teachers, 3-Positive School Culture, 4-High Quality Curriculum, 5-Effective Instruction

**Performance Objective 2:** 90% of students graduating in 2022 will be College and Career Ready Graduates.

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

**Evaluation Data Sources:** STAAR Performance Data; TAPR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 2.2.1 Promote CTE program and ensure accurate coding of students enrolled in a coherent sequence of CTE courses, ESSA-1112(b)(12) TEC-11.252 <b>Strategy's Expected Result/Impact:</b> PEIMS reports; College and Career Ready Graduate Rates on TAPR <b>Staff Responsible for Monitoring:</b> Director of Career and Technical Education; Counselors; and Data Clerks <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. ESSA-1112(b)(10) <b>Strategy's Expected Result/Impact:</b> College and Career Ready Graduate Rates on TAPR <b>Staff Responsible for Monitoring:</b> Principals; Director of Assessment and Counselors; Advanced Academic Specialist; Counselors; and Executive Director of Teaching & Learning; and Chief of School Leadership <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> Princeton Review Stipends; Materials; Dual Credit Tuition; AP Exams; AP Specialist Travel, supplies and PD; PSAT/NMSQT - High School Allotment	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 2.2.3 Provide career counseling and career assessment at all levels. <b>Strategy's Expected Result/Impact:</b> Completed counseling logs; graduation plans; and career assessments. <b>Staff Responsible for Monitoring:</b> Director of CATE; Director of Assessment; and Counselors <b>Funding Sources:</b> Xello - General Funds	Formative		
	Nov	Feb	May
0% No Progress            100% Accomplished            Continue/Modify            Discontinue			

**Goal 2:** Students graduate from San Angelo ISD college and career ready. Pillars: 1-Student Achievement, 2-Student Readiness, 3-Engaged Well-Rounded Students ESF Levers: 1-Strong Leadership & Planning, 2- Effective, Well Supported Teachers, 3-Positive School Culture, 4-High Quality Curriculum, 5-Effective Instruction

**Performance Objective 3:** Increase the percentage of students graduating under the Foundation High School Program (FHSP) with an endorsement for all students, white, African American and Hispanic by 5% each year by 10% By 2022.

TEC-11.251

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

**Evaluation Data Sources:** TAPR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Completed graduation plans for all incoming freshman; TAPR, PEIMS reports and class rosters <b>Staff Responsible for Monitoring:</b> Principals; Director of Assessment and Counselors; Counselors; and Executive Director of Teaching & Learning; and Chief of School Leadership	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 2.3.2 Provide opportunities for students to take academically rigorous courses. <b>Strategy's Expected Result/Impact:</b> High School Credits earned and student performance on SAT/ACT <b>Staff Responsible for Monitoring:</b> Executive Director of Teaching & Learning; Chief of School Leadership; and Campus Principals <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Nov	Feb	May
0% No Progress            100% Accomplished            Continue/Modify            Discontinue			

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





Pillars: 6-Systems and Operations, 7-Safe and Well-Being ESF Levers: 3-Positive School Culture, 4-High-Quality Curriculum, 5-Effective Instruction

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

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> 3.1.1 Continue training on elements of performance-based approach to budgeting and provide training to new program managers <b>Strategy's Expected Result/Impact:</b> Training completed and sign-in sheets <b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Business & Support Services; and Superintendent of Schools		Formative		
		Nov	Feb	May
Strategy 2 Details		Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Training completed and sign-in sheets <b>Staff Responsible for Monitoring:</b> Program Managers, Director of Financial Services; Comptroller; and Asst. Superintendent of Business & Support Services <b>Funding Sources:</b> Specialist: Title I, Part A Secretary: Supplies: and equipment - Title I, Part A - 211		Formative		
		Nov	Feb	May
Strategy 3 Details		Formative Reviews		
<b>Strategy 3:</b> 3.1.3 Revise local staffing formulas, staffing patterns, and transfer policies to strive for campus equity. <b>Strategy's Expected Result/Impact:</b> Approved staffing formula <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources & Professional Development; Directors of Human Resources; and Assistant Superintendent of Business & Support Services		Formative		
		Nov	Feb	May
Strategy 4 Details		Formative Reviews		
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Distribution of Title I budget binders in Fall and training of campus administration about Title I uses; Conference and training attendance documentation <b>Staff Responsible for Monitoring:</b> Director of Financial Services; Director of Purchasing; and Director of Federal Programs <b>Funding Sources:</b> - Title I, Part A, - Title II, Part A, - Title III, Part A LEP		Formative		
		Nov	Feb	May
Strategy 5 Details		Formative Reviews		
<b>Strategy 5:</b> 3.1.5 Review and revise the District Technology Plan to reflect requirements of the Facilities Assessment Plan and needs of Summer School and Accelerated Instruction. <b>Strategy's Expected Result/Impact:</b> Expanded section in District Technology Plan for facilities and budget allocations <b>Staff Responsible for Monitoring:</b> Director of Technology		Formative		
		Nov	Feb	May



Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> 3.1.6 SAISD Federal Programs Department will collaborate with SAISD Business and Support Services Department to comply with Section 1120A fiscal requirements. <b>Strategy's Expected Result/Impact:</b> Reports annually to TEA, including MOE equity <b>Staff Responsible for Monitoring:</b> Director of Federal Programs; Director of Financial Services; and Coordinator of Budget/Cash Manager	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

Pillars: 4-Community Engagement and Partnerships, 6-Systems and Operations, 7-Safety and Well-Being ESF Levers: 3-Positive School Culture

**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; Campus/District Advisory Council; special programs; volunteering; district/campus events and meetings)

**Evaluation Data Sources:** Participation Logs/Agendas/Sign-in Sheets

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased parent/guardian participation as evidenced by VIPs participation and sign-in sheets at parent engagement events <b>Staff Responsible for Monitoring:</b> Director of Assessment & Counselors; Director of Career & Technical Education; and Counselors <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> Home Access Center (including mobile app); flyers; mail correspondance - Title I, Part A	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets, meeting agendas, campus newsletters, copies of news articles <b>Staff Responsible for Monitoring:</b> Director of Assessment & Counselors; Director of Career & Technical Education; and Counselors	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 4.1.3 Provide verbal and/or written information in a form and language that can be understood by parents . <b>Strategy's Expected Result/Impact:</b> Greater parent/guardian awareness of child progress and needs as well as opportunities to be involved in child's education. <b>Staff Responsible for Monitoring:</b> Principals; and Executive Director of Communications <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> Supplies - Title I, Part A	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 4.1.4 Provide parent/guardian training in use of the Home Access Center including the mobile application. <b>Strategy's Expected Result/Impact:</b> Parent access documentation <b>Staff Responsible for Monitoring:</b> Director of Data Services; and Executive Director of Communications <b>Funding Sources:</b> - Title I, Part A - 211	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Pillars:** 5-Professional Learning/Effective Staff **ESF Levers:** 1-Strong School Leadership and Planning, 2-Effective, Well Supported Teachers, 3-Positive School Culture, 4-High Quality Curriculum, 5-Effective Instruction

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





**TEA Priorities:** Recruit, support, retain teachers and principals

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TAPR and locally generated reports.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> All teachers will be fully certified; all vacancies will be posted on the SAISD web page and Channel 4 <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources & Professional Development; Directors of Human Resources; and Principals <b>Funding Sources:</b> Travel expenses and registration fees - Title II, Part A, - Bilingual Funds - 199	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Teacher Certifications, Attestation Reports completed by principals <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources & Professional Development; and Director of Human Resources <b>Funding Sources:</b> - Bilingual Funds - 199, - General Funds - 199	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 5.1.3 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. <b>Strategy's Expected Result/Impact:</b> Teacher implementation of research based best practice instructional strategies; Improved student growth and performance; Teacher retention <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources & Professional Development and Assistant Superintendent of Curriculum and Instruction	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

Pillars: 5-Professional Learning/Effective Staff ESF Levers: 1-Strong School Leadership and Planning, 2-Effective, Well Supported Teachers, 3-Positive School Culture, 4-High Quality Curriculum, 5-Effective Instruction

**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 Sources:** District Compensation Study; T-TESS; STAAR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 5.2.1 Provide incentives for SAISD Bilingual/ESL Certified teachers in an effort to recruit and retain them in the district. <b>Strategy's Expected Result/Impact:</b> Increase in Number of Bilingual/ESL Certified Teachers <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources & Professional Development; Director of Federal Programs; and Director of Bilingual and English Language Learners <b>Funding Sources:</b> - Bilingual Funds, - General Funds	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Students are successful on PNP entity assessments; Staff development attendance documentation, walk-throughs <b>Staff Responsible for Monitoring:</b> Director of Federal Programs <b>Funding Sources:</b> Professional Development - Title II, Part A, Tutors and instructional materials and resources - Title I, Part A - 211, Materials and Resources, Safe Schools training - Title IV	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 5.2.3 Provide formal mentor program for new teachers and principals. <b>Strategy's Expected Result/Impact:</b> Mentor documentation; Sign-in sheets <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources & Professional Development; and Director of Human Resources	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 5.2.4 Provide professional development to staff on how to incorporate technology in the curriculum and support 21st century learning. <b>Strategy's Expected Result/Impact:</b> Staff development attendance documentation, walk-throughs <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources & Professional Development; Director of Human Resources; Technology Training & Professional Development Manager <b>Funding Sources:</b> Registration Fees: Consultants: and supplies - Title I, Part A, Registration Fees: Consultants: and supplies - Title II, Part A, Registration Fees: Consultants: and supplies - General Funds	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> Staff development attendance documentation, walk-throughs <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources & Professional Development; Director of Human Resources; Executive Director of Teaching & Learning; and Chief of School Leadership <b>Funding Sources:</b> Registration Fees: Consultants: and supplies - Title I, Part A, Registration Fees: Consultants: and supplies - Title II, Part A	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> 5.2.6 Provide bilingual/ESL stipends to staff who provide direct instruction to active EL students. <b>Strategy's Expected Result/Impact:</b> Teacher Certifications: teacher rosters: and completed documentation <b>Staff Responsible for Monitoring:</b> Director of Federal Programs and Director of Bilingual and English Language Learners <b>Funding Sources:</b> State Funds - Bilingual Funds - 199	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

Pillars: 5-Professional Learning/Effective Staff ESF Levers: 1-Strong School Leadership and Planning, 2-Effective, Well Supported Teachers, 3-Positive School Culture, 4-High Quality Curriculum, 5-Effective Instruction

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

**Evaluation Data Sources:** STAAR; T-TESS; T-PESS

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: 5.3.1</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased student success as measured by STAAR and I-SIP data <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources & Professional Development; Assistant Superintendent of Curriculum & Instruction; and Principals <b>Funding Sources:</b> Registration Fees: Consultants: Supplies: and substitute costs - Title I, Part A, Registration Fees: Consultants: and supplies - Title II, Part A	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2: 5.3.2</b> Provide networking opportunities and training for Instructional Coaches on a monthly basis. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets and session agendas <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Human Resources & Professional Development; Executive Director of Teaching & Learning; Chief of School Leadership; and Principals <b>Funding Sources:</b> Registration Fees: Consultants: and supplies - Title II, Part A, Registration Fees: Consultants: and supplies - Title I, Part A	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3: 5.3.3</b> Education Service Center, Region 15 provides training, information, and assistance with grant management. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets from trainings <b>Staff Responsible for Monitoring:</b> Director of Federal Programs; and Education Service Center, Region 15 <b>Funding Sources:</b> - Title I, Part A, - Title II, Part A, - General Funds	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4: 5.3.4</b> Continue Aspiring Administrators' Academy <b>Strategy's Expected Result/Impact:</b> Home grown administrators placed in our school upon vacancies <b>Staff Responsible for Monitoring:</b> Superintendent of Schools; Assistant Superintendent of Human Resources & Professional Development <b>Funding Sources:</b> - General Funds	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Pillars: 5-Professional Learning/Effective Staff ESF Levers: 1-Strong School Leadership and Planning, 2-Effective, Well Supported Teachers, 3-Positive School Culture, 4-High Quality Curriculum, 5-Effective Instruction

**Performance Objective 4:** Innovative technology integration will be observable in 30% of classrooms.

**Evaluation Data Sources:** Observation and survey data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: 5.4.1</b> Conduct Technology Integration Classroom Visits. <b>Strategy's Expected Result/Impact:</b> Increased effective, innovative utilization of devices; increased student engagement <b>Staff Responsible for Monitoring:</b> Digital Information Specialists, Walk-through Team, Principals <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2: 5.4.2</b> Conduct Engage Summer Conference, fostering the Transformation of Learning. <b>Strategy's Expected Result/Impact:</b> Increased effective, innovative utilization of devices; increased student engagement <b>Staff Responsible for Monitoring:</b> Digital Information Specialists, HR	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Pillars: 1-Student Achievement, 2-Student Readiness, 6-Systems and Operations, 7-Safety and Well-Being ESF Levers: 3-Positive School Culture, 4-High Quality Education, 5-Effective Instruction

**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.

**Targeted or ESF High Priority**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: 6.1.1.</b> Utilize district mass communication notification system for sending District-Wide Alerts to staff, parents, and community. The system will be used for emergency evacuations or relocations, unexpected early releases or modified pick-up procedures, and critical safety and security information. <b>Strategy's Expected Result/Impact:</b> Ensure safety and security of students and staff through emergency response actions. <b>Staff Responsible for Monitoring:</b> Director of Communications; Director of Safe Environments & Student Services <b>Funding Sources:</b> - Title IV - \$8,640	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2: 6.1.2</b> 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 FFH & FFI (Local) <b>Strategy's Expected Result/Impact:</b> Credit of attendance in Eduphoria Workshop, and Comprehensive Needs Assessment; Sign-in sheets from training; Parent Student Handbook - Sexual Abuse Information) <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources & Professional Development; Directors of Human Resources; Campus Administrators; Counselors; Director of Assessment & Counselors; Principals, and Nurse <b>Funding Sources:</b> - General Funds	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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) <b>Strategy's Expected Result/Impact:</b> ESC/district staff development records, and ESC, Region 15 documentation (required) <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources & Professional Development; Director of Special Education; and Supervisors of Special Education <b>Funding Sources:</b> Title I, Title II, Part A, & SCE - Title IV	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Written and communicated action plan. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Business & Support Services; Director of Safe Environments & Student Services	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> 6.1.5. Improve academic outcomes by maintaining a safe and secure environment for students and staff by utilizing a Director of Safe Environments & Student Services to design & monitor safe traffic patterns. Adding a Director of Social Emotional Learning to assist campuses with a multi-tiered system of behavior support will directly impact academic outcomes as the whole child will be served (social/emotional/academic needs.) <b>Strategy's Expected Result/Impact:</b> Ensure safety and security of students and staff through emergency response actions. Students enabled to develop competencies & skills to function successfully in society. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Business & Support Services; Campus Principals <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Title IV - \$0	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Pillars: 1-Student Achievement, 2-Student Readiness, 6-Systems and Operations, 7-Safety and Well-Being ESF Levers: 3-Positive School Culture, 4-High Quality Education, 5-Effective Instruction

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

**Evaluation Data Sources:** PBMAS

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 6.2.1 Provide staff development in discipline management and drug/violence prevention awareness for all instructional staff including special needs staff. This will include restorative discipline techniques and behavior coaching for staff. <b>Strategy's Expected Result/Impact:</b> Credit of attendance in Eduphoria workshop, and reduction in drug/violent incidents <b>Staff Responsible for Monitoring:</b> Principals; Instructional Coaches; Asst. Superintendent of Human Resources & Professional Development; Director of Safe Environments & Student Services; Special Education staff; and Counselors <b>Funding Sources:</b> - Title IV	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Parent Student Handbook - Child Sexual Abuse Information <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Administrative Services; Director of Counseling Services; Director of Safe Environments & Student Services <b>Funding Sources:</b> - Title IV	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets from training, individually signed receipts of training modules completed; Parent Student Handbook - Sexual Abuse Information <b>Staff Responsible for Monitoring:</b> Director of Safe Environments & Student Services <b>Funding Sources:</b> - General Funds, - State Comp Ed	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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 . <b>Strategy's Expected Result/Impact:</b> Lesson Plans and rosters <b>Staff Responsible for Monitoring:</b> Executive Director of Teaching & Learning; Chief of School Leadership; Director of Assessment and Counseling; Principal <b>Funding Sources:</b> - State Comp Ed	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> 6.2.5 Continue Capturing Kids Hearts on current campuses and similar relationship building strategies on all campuses. <b>Strategy's Expected Result/Impact:</b> Training, meeting and walk-through logs <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Administrative Services; Executive Director of Teaching & Learning; and Chief of School Leadership	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			