

# **San Angelo Independent School District**

## **District Improvement Plan**

### **2019-2020**



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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 2018-2021 are to:

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

## Core Beliefs

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

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

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

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

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

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

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

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

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

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

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

San Angelo ISD serves approximately 15,000 students at 25 campuses. The school district is one of the largest employers in San Angelo, employing over 1,900 people. SAISD has the privilege of serving a diverse student population. Our students come from a wide array of cultures representing over 20 different languages (see demographic data below). Our community and business members provide exceptional support to the students enrolled in our district. SAISD is fortunate to partner with Good Fellow Air Force Base (GFAFB) to provide the best possible learning experience for approximately 530 students of military families and to extend learning opportunities for all elementary students beyond the classroom through the Starbase program. SAISD works closely with Angelo State University (ASU) in an effort to provide post-secondary learning opportunities for existing high school students as well as opportunities for future educators enrolled at ASU to observe and experience the teaching profession in the classroom.

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

<i><b>School Year</b></i>	<i><b>Total Enrollment</b></i>	<i><b>English As A Language</b></i>	<i><b>Bilingual</b></i>	<i><b>Gifted &amp; Talented</b></i>	<i><b>At-Risk</b></i>	<i><b>Socio Economic Status</b></i>	<i><b>Male</b></i>	<i><b>Female</b></i>	<i><b>Special Education</b></i>
2013-2014	15,009	189	508	565	7,595	58%	7,671	7,338	1,489
2014-2015	15,155	225	521	549	7,396	60%	7,746	7,409	1,465
2015-2016	15,149	581	184	535	6,579	58%	7,777	7,372	1,508
2016-2017	15,071	577	112	533	6,775	58%	7,752	7,319	1,485
2017-2018	15,052	579	101	506	7,108	56%	7,664	7,388	1,550
2018-19	15,547	668	41	606	7299	53.69%	7685	7395	1560

<b>Program</b>	<b>Total</b>
Homeless	107
Foster Care	61
Dyslexia	182
Migrant Education Program	28

<b><i>18-19 Program</i></b>	<b><i>Caucasian</i></b>	<b><i>Hispanic</i></b>	<b><i>African American</i></b>	<b><i>American Indian</i></b>	<b><i>Asian</i></b>	<b><i>Two or More</i></b>
Special Education	571	900	52	*	*	*
Gifted & Talented	348	125	9	*	20	*
At-Risk	1732	5004	302	26	85	141
LEP	19	654			52	

### **Demographics Strengths**

- Class sizes are at or below state average.
- Quality PD for curriculum implementation and instruction in core and CTE classes.
- Implementation of T-TESS and T-PSS has contributed to quality conversations about student success and instruction.
- Administrators have tremendous opportunities for growth through PD offerings aligned to District needs and initiatives.
- 83% of San Angelo population have high school diploma and 23% have a bachelor's degree or higher level of education.

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

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

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

- Church Organizations "Adopt a School" Program
- House of Faith
- Rust Street Ministries
- Goodfellow AFB (Services include)
- Parent University in conjunction with House of Faith

1. Shared Medical Emergency Training for decontamination and mass casualty exercises;
2. Use of building for tactical training for police, sheriffs, medical centers, and the base;
3. Shared national incident management and emergency management training;
4. Shared use of firing range and dye marking cartridge training;
5. New PK-12 student sponsorship program for smooth transitions;
6. Shared vehicle maintenance among city, school district, county, and base
7. Improved child care during non-standard work hours;

- Junior League of San Angelo Weekend Food Program
- Cultural Affairs Council
- Leadership San Angelo
- Sonrisas Therapeutic Riding for Special Needs Program
- San Angelo Symphony
- Rotary Club
- San Angelo Schools Foundation
- Organization Mentors
- Angelo State University Student Volunteer Program
- DESK Project
- Booster Clubs
- PTA/PTO
- Big Brother/Big Sister
- United Way of the Concho Valley
- ADACC - Alcohol and Drug Abuse Council of the Concho Valley
- CARES - Community Act in Resources for Improvement and Success
- MHMR - Mental Health Retardation of the Concho Valley
- San Angelo Kiwanis Club

- Chamber of Commerce P-16 Committee
- Youth Advocacy Program (YAP)
- SAISD Food Service Summer Feeding Program
- West Texas Training Center Board (WTTC)
- Community Resource Coordination Group (CRCG)
- Children's Advocacy Center
- San Angelo Museum of Fine Arts
- Kids Coalition
- Education Service Center, Region 15
- YMCA

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

Every independent school system is required by law to have a School District Health Advisory Council (SHAC), of which the majority of members must be parents who are not employed by the school district. Title 2, Chapter 28, Section 28.004 of the Texas Education Code at <http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm> details the specifics of this mandate.

San Angelo ISD maintains a positive relationship with our Private Non Profit schools in the San Angelo area that partner with our district. Angelo Catholic, Trinity Lutheran School and Cornerstone Christian School will participate in the 18/19 school year.

The following strengths have also been identified:

- Increased social media presence;
- Increased use of websites to share/communicate information at the elementary level; and,
- Community support.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 55% of our Hispanic population is at-risk. Total Hispanic population 9,028 Hispanic at risk 5004

**Problem Statement 2:** 61% of our staff has 6 plus years of teaching experience, with 8.2% in their first year of teaching.

**Problem Statement 3:** 21% of our staff is of the Hispanic origin with 59.87% of student population is of the Hispanic origin. 1.6% of our staff are classified in the African American ethnicity group while 3.85% of our student population are of the African American Population.



# Student Academic Achievement

## Student Academic Achievement Summary

San Angelo Independent School District (SAISD) met standard for the 2017/18 school year. 73% of campuses in SAISD met standard. 6 campuses were deemed as improvement required, while Lamar and Bradford continued to show progress and no longer are improvement required campuses. The district is currently stage 2 for Bilingual/ESL and stage 3 for Special Education, primarily due to STAAR performance and continue to implement a targeted improvement plan in and effort to close achievement gaps for these populations.

## Student Academic Achievement Strengths

- Attendance rate state vs district.

2016-2017 95.7% vs. 95.6%

2015-16 95.8% vs 95.9%

- District dropout rate is lower than the State average for 9-12.

2016-2017 1.9% vs 1.5

2015-2016 2.0% vs 1.5

- 7<sup>th</sup>/8<sup>th</sup> grade dropout rate has increased.

2017-18 .4%

2015-16 .3%

- Graduation rates are higher at District level than State.

6.2% higher than state on college ready graduates

1.8% lower than state on career/military ready graduates

- 6.2% higher than state on CTE coherent sequence criteria
- Improved in SPED scores overall in “Meeting Grade Level”.
- Higher percentage of SPED students passed at “Grade Level” standard.
- Below the state average on AP/IB results in all subject areas.
- 46 points higher on SAT scores in all subject areas and .4 points higher on ACT scores compared to the state.
- 7.5% higher than the state on advanced Dual credit course completion in all subject areas.

- 11/5 % below the state average on students enrolled in college after the first year of graduation.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 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%)

# District Processes & Programs

## District Processes & Programs Summary

San Angelo ISD curriculum is a framework for guiding teachers and leaders in the design of student work and planning of instruction that is standards-based, challenging, customized, innovative, and responsive to learners' needs in alignment with SAISD's Vision, Mission, Beliefs, and Commitments.

The development of the SAISD Teaching for Learning Plan (TFLP) is designed to support the instructional vision of the San Angelo Independent School District and reflects community and district expectations of a standards-based curriculum that is focused on authentic student engagement, academic rigor, and a coherent curriculum that supports college, career and citizenship readiness. The plan establishes the expectations, guidelines, and procedures for the design, delivery, monitoring and evaluation of the curriculum. Master teachers within the district are developing the curriculum framework in all core subject areas along with curriculum based assessments for each 9-week period.

The curriculum framework is updated annually with references to high priority learning standards, suggested strategies, academic vocabulary, instructional resources, student tasks/products, strategies for formative assessment, and response to student needs. The curriculum framework development works through a process of implementation, feedback, and revision helping prepare future ready students. Trainings are conducted for campus staff on the use of curriculum frameworks. The curriculum framework is electronically accessed through Eduphoria.

Continued and focused data analysis is a fundamental process of SAISD. We are continuing implementation of Professional Learning Communities (PLC) in the 2018-2019 school year on our secondary and elementary campuses. We use Texas Academic Performance Report (TAPR), (STAAR), EOC, and Performance Based Monitoring Analysis System (PBMAS) as a source of data to discern needs and strengths. Curriculum based assessments are given at the 9-week, 18-week, and 27-week period followed by end of year assessments in grades K-2, and state assessments in elementary and secondary in state assessed grades.

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

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

San Angelo Independent School District employees approximately 1,950 staff members, 48% of which are teachers, 25.5% auxiliary staff, 12.5% educational aides, 9.6% professional support, and 4% campus and district administration. The total minority staff percentage increased slightly to 36%. 82% of teachers hold a bachelor's degree, and 17% hold a masters. There is a fairly even distribution of teachers by years of experience with the lowest percentage (12%) being beginners. The largest percentage of teachers (26%) have 11-20 years experience, and the average years of experience of teachers is 11.4.

The Technology Department provides technical support, training, and technology resources to the school district under the supervision of Charlyn Doyle,

Director of Technology. In the district's effort to continue to transform the learning process for all students, San Angelo ISD continues to concentrate on integrating technology into district instruction. Developing 21<sup>st</sup> century skills including: planning, critical thinking, reasoning and creativity, that are recognized to deepen and enhance student learning processes and academic outcomes, is necessary for future opportunity and success.

## **District Processes & Programs Strengths**

The district has an Assistant Superintendent of Curriculum, a Director of Elementary Curriculum and Instruction, and a Director of Secondary Curriculum and Instruction. These positions are leading the process of curriculum development, revision, and implementation district-wide. This department is also responsible for identifying, implementing, and monitoring research based instructional best practices. The Curriculum and Instruction department oversees the alignment and approval of instructional resources at all levels.

Curriculum writing efforts provide beneficial tools such as the curriculum framework, curriculum based assessments and writing initiatives.

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

District and campus strengths and areas of focus are considered in determining differentiated support for student learning. Campuses utilize staff and approved instructional resources to provide individualized support for student needs. Interventions and specialized support/resources are provided for ESL, Bilingual, Special Education, At-Risk, Homeless & Neglected students, and available to PNP Schools.

SAISD instructional resources and programs contributing to successful curriculum implementation and student success are included in a district process for alignment, and approval.

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

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

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

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

- Curriculum documents & templates are consistent and support for implementation is of high quality.
- AP's have adequate PD to support district initiatives.
- Teachers have opportunities to collaborate & support colleagues across the district.
- T-TESS and T-PESS process contributes to high quality conversations about instruction and student performance.

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

- Students email address (same for access to multiple programs)
- Tech support response time
- Grants help with purchase of tech material (San Angelo Schools Foundation)
- Increased access to Chromebooks
- Variety of different tech opportunities (ex: Cyber security, class at LV, STEM, etc.)
- Staff & students have access to a variety of resources (Windows devices, iPads, Chromebooks) & learn on each type of resource
- Variety of training opportunities & topics
- Ease of access
- The use of programs like Plickers, Kahoot, and turning point provides interests to students

## **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** Lack of alignment of RTI intervention strategies & data collection.

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

**Problem Statement 3:** Existing physical structures do not adequately support the Teaching For Learning plan.

**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.

**Problem Statement 6:** Most campuses need more technology devices in order to effectively integrate technology in to the curriculum.

**Problem Statement 7:** Teachers need additional job-embedded, campus based, technology training.

# Perceptions

## Perceptions Summary

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

## Perceptions Strengths

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

- Standards based curriculum written by SAISD staff tailored to specific learning needs.
- Teacher choice in lesson implementation has created a positive learning environment for students and staff.
- Student feedback regarding instruction.
- The number of expulsions has decreased.
- The number of DAEP placements have decreased.
- Campuses are diving into Learner Profile as a tool for planning and meeting individual student needs and aspirations.
- Social media has helped students/parents stay in the know.
- New Teacher Academy has helped prepare teachers more adequately.

## Problem Statements Identifying Perceptions Needs

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

**Problem Statement 2:** The District lacks aligned processes and procedures related to safety.

**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.

# Priority Problem Statements

**Problem Statement 1:** 55% of our Hispanic population is at-risk. Total Hispanic population 9,028 Hispanic at risk 5004

**Root Cause 1:**

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 61% of our staff has 6 plus years of teaching experience, with 8.2% in their first year of teaching.

**Root Cause 2:**

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** SAISD 2017 students' performance is below the statewide average in all subject areas on STAAR. (All Subjects: TX 75%; SAISD 69%)

**Root Cause 3:**

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** SAISD 2017 special education student performance at "Approaches Grade Level" is below the state average in all subjects. (All Subjects: TX 41%; SAISD 33%)

**Root Cause 4:**

**Problem Statement 4 Areas:** Student Academic Achievement

**Problem Statement 5:** 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%)



**Root Cause 5:**

**Problem Statement 5 Areas:** Student Academic Achievement

**Problem Statement 6:** Lack of alignment of RTI intervention strategies & data collection.

**Root Cause 6:**

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Homework & grading policies are not aligned with district direction & best practice.

**Root Cause 7:**

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Support for 2-5 year teachers is minimal.

**Root Cause 8:**

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** The potential sharing and classroom access for observation of our most effective teachers is underutilized.

**Root Cause 9:**

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** Many campuses lack safety devices and/or have issues with security such as open access and lack of secure vestibules.

**Root Cause 10:**

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** The District lacks aligned processes and procedures related to safety.

**Root Cause 11:**

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** The teachers/educators are not adequately prepared to support and serve students who come to school with social/emotional issues.

**Root Cause 12:**

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 13:** Although the district attendance rate is higher than the state average, chronic absenteeism is a problem.

**Root Cause 13:**

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 14:** 21% of our staff is of the Hispanic origin with 59.87% of student population is of the Hispanic origin. 1.6% of our staff are classified in the African American ethnicity group while 3.85% of our student population are of the African American Population.

**Root Cause 14:**

**Problem Statement 14 Areas:** Demographics

**Problem Statement 16:** Teachers need additional job-embedded, campus based, technology training.

**Root Cause 16:**

**Problem Statement 16 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## **Student Data: Assessments**

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

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

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

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





# Goals




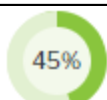



## Goal 1: Provide student achievement at the highest levels.

**Performance Objective 1:** By May, 2020, 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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 1) 1.1.1 Teachers will regularly incorporate High Yield Instructional Strategies which supports district initiatives (Scholastic and Math).	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.			
	<b>Funding Sources:</b> 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.			
	<b>Funding Sources:</b> 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.			
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.	Deputy Superintendent of Administrative Services; school counselors; GFAFB School Liaison Officer	Students assimilate quickly to new school environment, demonstrate academic success and exhibit behaviors consistent with positive peer and adult relationships.			


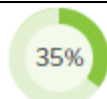
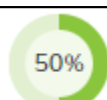
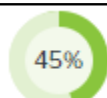
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
5) 1.1.5 Teachers design lessons that motivate students to engage with the content using design qualities.	Teachers; Instructional Coaches; and Principals	Performance on curriculum based assessments and STAAR; Student attendance reports			
<b>Comprehensive Support Strategy</b> 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.	Teachers; Principals; and Executive Directors of Schools	Student performance on curriculum based assessments and STAAR			
	<b>Funding Sources:</b> Title I, Part A - 0.00, State Comp Ed - 0.00, Title III, Part A LEP - 0.00, Title I, Part C Migrant - 0.00				
7) 1.1.7 Ensure students have access to technology devices as necessary to engage with and master objectives.	Director of Technology; Executive Directors; Principals	Walk-through and observation provide evidence of appropriate and impactful integration of modern technology.			
	<b>Funding Sources:</b> Title IV - 0.00				
8) 1.1.8 Teachers participate in the district curriculum team to revise and edit the curriculum and aligned assessments.	Assistant Superintendent of Curriculum and Instruction; Directors of C&I; Principals	Efforts yield quality curriculum documents according to district Plan For Learning schedule.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>					

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

**Performance Objective 2:** By June 2020, Special Education and English Language Learner performance on state assessments will increase by 5% as compared to 2019 performance.

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

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<b>Comprehensive Support Strategy</b> 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.	Teachers; Principals; and Executive Directors of Schools	Student performance on curriculum based assessments and STAAR; PBMAS reports			
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 2) 1.2.2 Director of SEL, PIT Crew and other Special Education personnel will provide classroom support to help manage behaviors that interfere with learning.	Director of SEL, Director of Special Education; and PIT Crew	Increased learning time through reductions in classroom removals as evidenced by PIT Crew documentation and discipline data.			
<b>Comprehensive Support Strategy</b> 3) 1.2.3 Provide training opportunities to all teachers who serve LEP students, to include, but not limited to, the following: English Language Proficiency Standards(ELPS), Sheltered Instruction (SI), differentiated instruction, data disaggregation, compliance, second language acquisition, cultural awareness and Teacher certification for BE and ESL.	Federal Programs Specialist; Principals; and ESC, Region 15	Increased student success as measured by portfolios, diagnostic and alternative assessments, PreLAS and LAS tests, TELPAS, and ISIP by 2% each year			
<b>Comprehensive Support Strategy</b> 4) 1.2.4 Provide supplemental instructional support for EL students through the use of six ELL Student Support teachers.	Executive Directors: Bilingual/ESL Specialist; and Campus Principals	A high percentage of ELL students will exhibit mastery of learning objectives as evidenced by performance on curriculum based assessments and STAAR. Evidence includes lesson plans, walk throughs and observations of support teachers providing targeted instruction at the appropriate level.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals 5) 1.2.5 Provide supplemental instructional materials/resources to enhance Bilingual/ESL programs and content area curriculum during the academic school year.	Federal Program Specialist and Campus Principals	Student growth/progress as evidenced by performance on curriculum based assessments and state assessments.	<div><div></div><div>35%</div></div>		
	<b>Funding Sources:</b> Title III, Part A LEP - 0.00, Bilingual Funds - 0.00				
<div><div><div></div><div>100%</div></div><div>= Accomplished</div><div><div></div><div>0%</div></div><div>= No Progress</div><div><div></div></div><div>= Discontinue</div></div>					



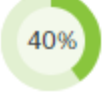
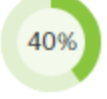



**Goal 1:** Provide student achievement at the highest levels.

**Performance Objective 3:** By June 2020, 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:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
<b>Comprehensive Support Strategy</b> 1) 1.3.1 Provide intervention and acceleration to meet the individual needs of students identified with delays in reading.	Reading Interventionists; Executive Director of Accountability & Federal Programs; 504 Specialist; and Principals	Performance on curriculum based assessments and STAAR; Student data tracking forms			
	<b>Funding Sources:</b> State Comp Ed - 450000.00				
2) 1.3.2 Provide district level support to campuses with development and implementation of effective RTI program.	Principals; Instructional Coaches; and Classroom Teachers	Student performance on curriculum based assessments and STAAR; RtI records and progress reports			
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.	Executive Director of Accountability & Federal Programs; Principals; and Director of Human Resources	Increases in student performance on curriculum based assessments and STAAR; evidence of decreasing achievement gaps			
	<b>Funding Sources:</b> Title I, Part A - 0.00, Title II, Part A - 429042.00, State Comp Ed - 1093000.00				
4) 1.3.4 Provide Pregnancy Related Services that include on-campus support and Comprehensive Education Home Instruction to pregnant students during pregnancy, prenatal, and postpartum periods to help them adjust academically, mentally, and physically to stay in school.	Director of Assessment and Counselors; & Principals	Student performance on curriculum based assessments and STAAR; student attendance reports; drop out prevention			
	<b>Funding Sources:</b> State Comp Ed - 0.00				
5) 1.3.5 Provide focused intense small group instruction for students identified for remediation and/or acceleration through RTI, tutorials, PAYS, homebound instruction and summer school.	Teachers; Principals; Executive Directors of Schools; and Instructional Coaches	Student performance on curriculum based assessments and STAAR			
	<b>Funding Sources:</b> State Comp Ed - 0.00, Title I, Part A - 0.00				






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
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	<div><div></div><div>50%</div></div>		
	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	<div><div></div><div>55%</div></div>		
	Funding Sources: State Comp Ed - 4800000.00				
TEA Priorities Build a foundation of reading and math 8) 1.3.8 Build foundation skills and provide educational experiences for children through pre-kindergarten (employ 16 certified Early Education Teachers)	Executive Director and Campus Principals	Readiness assessment data; Teacher Certification documentation and teacher rosters	<div><div></div><div>35%</div></div>		
	Funding Sources: Title I, Part A - 0.00				
<div><div><div></div><div>100%</div></div><div>= Accomplished</div><div><div></div><div>0%</div></div><div>= No Progress</div><div><div></div></div><div>= Discontinue</div></div>					

**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 2020.

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

**Summative Evaluation 4:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) 1.4.1 Provide assistance for students and their families to remove barriers in school readiness, success and attendance.	School Service Workers; At-Risk Coordinators; and Counselors	Student performance on curriculum based assessments and STAAR			
<b>Funding Sources:</b> State Comp Ed - 0.00					
2) 1.4.2 Limit occurrence of retention through accelerated instruction and credit recovery programs.	Executive Director of Accountability & Federal Programs; Executive Directors of Schools; Director of Assessment & Counselors; Director of Special Education; Counselors; Principals; Rtl Team; 504 Specialist; and Instructional Coaches	Student performance on STAAR and course completion; GPC meeting records; TAPR			
 = Accomplished  = No Progress  = Discontinue					

**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:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Evaluate current data regarding student access to devices by campus to identify disparity.	Director of Technology	Report yielding related data			
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			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

## 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:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) 2.1.1 Train and provide support for teachers in designing lessons that make connections between student interests and experience and the content objectives.	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			
<b>Funding Sources:</b> Title II, Part A - 0.00, Title I, Part A - 0.00					
<b>Comprehensive Support Strategy</b> 2) 2.1.2 K-3 Teachers will incorporate daily writing instruction within the 120 minute ELA block, covering grade specific TEKS.	Assistant Superintendent of Educational Support Services	Completed regulations in place and approved by the board			
<b>Comprehensive Support Strategy</b> 3) 2.1.4 Continue writing instruction professional development series to include classroom support and coaching.	Executive Directors of Schools; Principals; and Instructional Coaches	Lesson plans, walk-throughs and student performance on writing assessments			
<b>Funding Sources:</b> Title I, Part A - 0.00, Title II, Part A - 0.00					
 = Accomplished  = No Progress  = Discontinue					

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

**Performance Objective 2:** 90% of students graduating in 2020 will be College and Career Ready Graduates.

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

**Summative Evaluation 2:**






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			
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			
<b>Funding Sources:</b> High School Allotment - 0.00					
3) 2.2.3 Provide career counseling and career assessment at all levels.	Director of CATE; Director of Assessment; and Counselors	Completed counseling logs; graduation plans; and career assessments.			
<b>Funding Sources:</b> General Funds - 0.00					
 = Accomplished  = No Progress  = Discontinue					

**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, African American and Hispanic by 5% each year by 10% By 2021..

**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				
<div><div> = Accomplished</div><div> = No Progress</div><div> = Discontinue</div></div>					

### 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			
<b>Funding Sources:</b> 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			






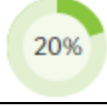



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
4) 3.1.4 Attend federal and state program conferences, webinars and workshops provided at ESC 15 and outside entities. Provide technical assistance and guidance for the use of Title I funds.	Director of 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			
<b>Funding Sources:</b> 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			
 = Accomplished  = No Progress  = Discontinue					

## 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			
<b>Funding Sources:</b> 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.			
<b>Funding Sources:</b> 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			
<b>Funding Sources:</b> 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
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.	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			
<b>Funding Sources:</b> Title II, Part A - 0.00, Bilingual Funds - 0.00					
2) 5.1.2 Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing to ensure all staff are meeting highly qualified requirements.	Assistant Superintendent of Human Resources & Professional Development; and Director of Human Resources	Teacher Certifications, Attestation Reports completed by principals			
<b>Funding Sources:</b> Bilingual Funds - 0.00, General Funds - 0.00					
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.	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			
 = Accomplished  = No Progress  = Discontinue					

**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
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			
<b>Funding Sources:</b> 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			
<b>Funding Sources:</b> 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			
<b>Funding Sources:</b> Title I, Part A - 0.00, Title II, Part A - 0.00, General Funds - 0.00					

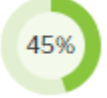


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
5) 5.2.5 Provide professional development in the use of culturally responsive teaching techniques to address the specific needs of an increasingly diverse and low-socioeconomic population.	Assistant Superintendent of Human Resources & Professional Development; Director of Human Resources; Executive Directors	Staff development attendance documentation, walk-throughs	<div><div></div><div>35%</div></div>		
			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	<div><div></div><div>70%</div></div>		
			Funding Sources: Bilingual Funds - 0.00		
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>					

**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			
<b>Funding Sources:</b> 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 on a monthly basis.	Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Human Resources & Professional Development; Executive Directors; Principals	Sign-in sheets and session agendas			
<b>Funding Sources:</b> 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			
<b>Funding Sources:</b> Title I, Part A - 0.00, Title II, Part A - 0.00, General Funds - 0.00					



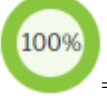


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
4) 5.3.4 Continue Aspiring Administrators' Academy	Superintendent of Schools; Assistant Superintendent of Human Resources & Professional Development	Home grown administrators placed in our school upon vacancies			
	Funding Sources: General Funds - 0.00				
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>					

**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:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Conduct Technology Integration Classroom Visits.	Instructional Technology Coordinator	Increased effective, innovative utilization of devices; increased student engagement			
2) Conduct Engage Summer Conference, fostering the Transformation of Learning.	Instructional Technology Coordinator	Increased effective, innovative utilization of devices; increased student engagement			
<div>  = Accomplished            = No Progress            = Discontinue         </div>					






## 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) 6.1.1. Utilize Nixle for sending District-Wide Alerts to staff, parents, and community. Nixle will be used for emergency evacuations or relocations, unexpected early releases or modified pick-up procedures, and critical safety and security information.	Director of Communications; Director of Campus Operations & Safe Environments	Ensure safety and security of students and staff through emergency response actions.			
<b>Funding Sources:</b> Title IV - 8640.00					
2) 6.1.2 Provide training for students and staff in recognition and prevention of disability harassment in school, dating violence, bullying, sexual abuse, unwanted physical and/or verbal aggression, and sexual harassment on school grounds or in school vehicles. See Board Policy FFI (Local)	Assistant Superintendent of Human Resources & Professional Development; Directors of Human Resources; Campus Administrators; Counselors; Director of Assessment & Counselors; and Nurse	Credit of attendance in Eduphoria Workshop, and Comprehensive Needs Assessment; Sign-in sheets from training; Parent Student Handbook - Sexual Abuse Information)			
<b>Funding Sources:</b> General Funds - 0.00					
3) 6.1.3 Train staff on a full continuum of positive behavioral intervention strategies and professionally accepted practices and standards for behavior management, including training on restraint and time-out (Required by Texas Behavior Support Initiative --SB 1196)	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)			
<b>Funding Sources:</b> Title I, Part A - 0.00					





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
4) 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.	Assistant Superintendent of Business & Support Services; Safety & Compliance Specialist	Written and communicated action plan.	<div><div></div><div>40%</div></div>		
5) 6.1.5. Improve academic outcomes by maintaining a safe and secure environment for students and staff by utilizing a Director of Campus Operations & Safe Environments to design & monitor safe traffic patterns. The duties of the Director of Campus Operations & Safe Environments is 100% aligned with Title IV. This position is split 50/50 between Title IV and General Funds. This allows the district to utilize more Title IV funding for other allowable endeavors. 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.)	Assistant Superintendent of Business & Support Services; Campus Principals	Ensure safety and security of students and staff through emergency response actions. Students enabled to develop competencies & skills to function successfully in society.	<div><div></div><div>20%</div></div>		
	Funding Sources: Title IV - 0.00				
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>					





**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. This will include restorative discipline techniques and behavior coaching for staff.	Principals; Instructional Coaches; Asst. Superintendent of Human Resources & Professional Development; Director of Campus Operations & Safe Environments; Special Education staff; and Counselors	Credit of attendance in Eduphoria workshop, and reduction in drug/violent incidents			
<b>Funding Sources:</b> 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			
<b>Funding Sources:</b> 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)			
<b>Funding Sources:</b> 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			
<b>Funding Sources:</b> State Comp Ed - 0.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
5) 6.2.5 Continue Capturing Kids Hearts on current campuses and similar relationship building strategies on all campuses.	Deputy Superintendent of Administrative Services; Executive Directors	Training, meeting and walk-through logs			
 = Accomplished  = No Progress  = Discontinue					

# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
1997117803828P11	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
1997310304130S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$49,245.00
1997110100124S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$187,900.00
1997310404230S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,130.00
1997110200230S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$229,081.00
1997310504330S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,155.00
1997110304130S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$69,420.00
1997310604530S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$43,560.00
1997110404230S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$40,400.00
1997316869924P11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$75,000.00
1997110504330S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$43,500.00
1997317803828S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$99,705.00
1997110604530S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$28,877.00
1997115200124S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$288,900.00
1997116186124S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$386,788.00
1997116480224S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$207,653.00
1997116869924P11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$275,000.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
1997117803828S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$441,950.00
1997236869924P11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50,000.00
1997237803828S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$128,000.00
1997310100124S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$82,790.00
1997310200230S11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,321.00
1997111210524P11	6125 Salary Support - Locally Defined	\$19,040.00
1997111310630P11	6125 Salary Support - Locally Defined	\$24,800.00
1997111410830P11	6125 Salary Support - Locally Defined	\$12,080.00
1997111611030P11	6125 Salary Support - Locally Defined	\$19,360.00
1997111711130P11	6125 Salary Support - Locally Defined	\$12,800.00
1997111811230P11	6125 Salary Support - Locally Defined	\$17,360.00
1997110100124P11	6125 Salary Support - Locally Defined	\$36,683.00
1997111911330P11	6125 Salary Support - Locally Defined	\$33,200.00
1997110200230P11	6125 Salary Support - Locally Defined	\$31,000.00
1997112011430P11	6125 Salary Support - Locally Defined	\$18,240.00
1997110304130P11	6125 Salary Support - Locally Defined	\$43,324.00
1997112111530P11	6125 Salary Support - Locally Defined	\$11,520.00
1997110404230P11	6125 Salary Support - Locally Defined	\$34,615.00
1997112211630P11	6125 Salary Support - Locally Defined	\$15,840.00
1997110504330P11	6125 Salary Support - Locally Defined	\$11,169.00
1997112412324P11	6125 Salary Support - Locally Defined	\$22,400.00
1997110604530P11	6125 Salary Support - Locally Defined	\$19,372.00
1997112511930P11	6125 Salary Support - Locally Defined	\$20,560.00
1997110710130P11	6125 Salary Support - Locally Defined	\$15,600.00
1997112612030P11	6125 Salary Support - Locally Defined	\$11,680.00
1997110810230P11	6125 Salary Support - Locally Defined	\$21,760.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
1997116480224P11	6125 Salary Support - Locally Defined	\$10,000.00
1997110910330P11	6125 Salary Support - Locally Defined	\$17,360.00
1997116486124P11	6125 Salary Support - Locally Defined	\$99,028.00
1997111112224P11	6125 Salary Support - Locally Defined	\$12,800.00
1997112011430S11	6129 Salaries or Wages for Support Personnel	\$22,555.00
1997321911330S11	6129 Salaries or Wages for Support Personnel	\$23,071.00
1997112412324S11	6129 Salaries or Wages for Support Personnel	\$22,777.00
1997322011430S11	6129 Salaries or Wages for Support Personnel	\$8,994.00
1997112612030S11	6129 Salaries or Wages for Support Personnel	\$15,409.00
1997322111530S11	6129 Salaries or Wages for Support Personnel	\$18,971.00
1997117803828S11	6129 Salaries or Wages for Support Personnel	\$83,802.00
1997322211630S11	6129 Salaries or Wages for Support Personnel	\$17,989.00
1997236869924P11	6129 Salaries or Wages for Support Personnel	\$18,000.00
1997322412324S11	6129 Salaries or Wages for Support Personnel	\$17,945.00
1997237803828S11	6129 Salaries or Wages for Support Personnel	\$46,223.00
1997322511930S11	6129 Salaries or Wages for Support Personnel	\$17,963.00
1997320710130S11	6129 Salaries or Wages for Support Personnel	\$22,166.00
1997322612030S11	6129 Salaries or Wages for Support Personnel	\$8,994.00
1997320810230S11	6129 Salaries or Wages for Support Personnel	\$17,945.00
1997326869924P11	6129 Salaries or Wages for Support Personnel	\$7,000.00
1997320910330S11	6129 Salaries or Wages for Support Personnel	\$17,989.00
1997321112224S11	6129 Salaries or Wages for Support Personnel	\$9,485.00
1997321210530S111	6129 Salaries or Wages for Support Personnel	\$8,981.00
1997321310630S11	6129 Salaries or Wages for Support Personnel	\$17,989.00
1997110304130S11	6129 Salaries or Wages for Support Personnel	\$15,105.00
1997321410830S11	6129 Salaries or Wages for Support Personnel	\$17,989.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
1997110604530S11	6129 Salaries or Wages for Support Personnel	\$37,506.00
1997321611030S11	6129 Salaries or Wages for Support Personnel	\$18,971.00
19971111112224S11	6129 Salaries or Wages for Support Personnel	\$15,455.00
1997321711130S11	6129 Salaries or Wages for Support Personnel	\$8,972.00
1997111210530S11	6129 Salaries or Wages for Support Personnel	\$19,212.00
1997321811230S11	6129 Salaries or Wages for Support Personnel	\$17,963.00
1997110200230S1	6141 Social Security/Medicare	\$3,321.00
1997310200230S11	6141 Social Security/Medicare	\$860.00
1997321911330S11	6141 Social Security/Medicare	\$335.00
1997110304130S11	6141 Social Security/Medicare	\$1,226.00
1997310304130S11	6141 Social Security/Medicare	\$714.00
1997322011430S11	6141 Social Security/Medicare	\$130.00
1997110404230S11	6141 Social Security/Medicare	\$586.00
1997310404230S11	6141 Social Security/Medicare	\$741.00
1997322111530S11	6141 Social Security/Medicare	\$275.00
1997110504330S11	6141 Social Security/Medicare	\$631.00
1997310504330S11	6141 Social Security/Medicare	\$785.00
1997322211630S11	6141 Social Security/Medicare	\$261.00
1997110604530S11	6141 Social Security/Medicare	\$963.00
1997310604530S11	6141 Social Security/Medicare	\$632.00
1997322511930S11	6141 Social Security/Medicare	\$260.00
19971111112224S11	6141 Social Security/Medicare	\$224.00
1997317803828S11	6141 Social Security/Medicare	\$1,446.00
1997322612030S11	6141 Social Security/Medicare	\$130.00
1997111210530S11	6141 Social Security/Medicare	\$279.00
1997320710130S11	6141 Social Security/Medicare	\$321.00



<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
1997112011430S11	6141 Social Security/Medicare	\$327.00
1997320810230S11	6141 Social Security/Medicare	\$260.00
1997112412324S11	6141 Social Security/Medicare	\$330.00
1997320910330S11	6141 Social Security/Medicare	\$261.00
1997112612030S11	6141 Social Security/Medicare	\$223.00
1997321112224S11	6141 Social Security/Medicare	\$138.00
1997115200124S11	6141 Social Security/Medicare	\$4,188.00
1997321210530S11	6141 Social Security/Medicare	\$130.00
1997116186124S11	6141 Social Security/Medicare	\$5,611.00
1997321310630S11	6141 Social Security/Medicare	\$261.00
1997116480224S11	6141 Social Security/Medicare	\$3,011.00
1997321410830S11	6141 Social Security/Medicare	\$261.00
1997117803828S11	6141 Social Security/Medicare	\$7,623.00
1997321611030S11	6141 Social Security/Medicare	\$275.00
1997237803828S11	6141 Social Security/Medicare	\$2,526.00
1997321711130S11	6141 Social Security/Medicare	\$130.00
1997110100124S11	6141 Social Security/Medicare	\$2,724.00
1997310100124S11	6141 Social Security/Medicare	\$1,201.00
1997321811230S11	6141 Social Security/Medicare	\$260.00
1997112412324S11	6142 Group Health and Life Insurance	\$4,200.00
1997320910330S11	6142 Group Health and Life Insurance	\$1,680.00
1997112612030S11	6142 Group Health and Life Insurance	\$4,200.00
1997321112224S11	6142 Group Health and Life Insurance	\$840.00
1997115200124S11	6142 Group Health and Life Insurance	\$25,200.00
1997321210530S11	6142 Group Health and Life Insurance	\$840.00
1997116186124S11	6142 Group Health and Life Insurance	\$33,600.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
1997321310630S11	6142 Group Health and Life Insurance	\$1,680.00
1997116480224S11	6142 Group Health and Life Insurance	\$16,800.00
1997321410830S11	6142 Group Health and Life Insurance	\$1,680.00
1997117803828S11	6142 Group Health and Life Insurance	\$58,800.00
1997321611030S11	6142 Group Health and Life Insurance	\$1,680.00
1997237803828S11	6142 Group Health and Life Insurance	\$16,800.00
1997321711130S11	6142 Group Health and Life Insurance	\$840.00
1997110100124S11	6142 Group Health and Life Insurance	\$16,800.00
1997310100124S11	6142 Group Health and Life Insurance	\$6,300.00
1997321811230S11	6142 Group Health and Life Insurance	\$1,680.00
1997110200230S11	6142 Group Health and Life Insurance	\$963.00
1997310200230S11	6142 Group Health and Life Insurance	\$4,200.00
1997321911330S11	6142 Group Health and Life Insurance	\$2,142.00
199711020023S11	6142 Group Health and Life Insurance	\$21,174.00
1997310304130S11	6142 Group Health and Life Insurance	\$4,200.00
1997322011430S11	6142 Group Health and Life Insurance	\$840.00
1997110304130S11	6142 Group Health and Life Insurance	\$10,500.00
1997310404230S11	6142 Group Health and Life Insurance	\$4,200.00
1997322111530S11	6142 Group Health and Life Insurance	\$1,680.00
1997110404230S11	6142 Group Health and Life Insurance	\$4,200.00
1997110504330S11	6142 Group Health and Life Insurance	\$4,200.00
1997310504330S11	6142 Group Health and Life Insurance	\$4,200.00
1997322211630S11	6142 Group Health and Life Insurance	\$1,680.00
1997110604530S11	6142 Group Health and Life Insurance	\$11,214.00
1997310604530S11	6142 Group Health and Life Insurance	\$4,200.00
1997322412324S11	6142 Group Health and Life Insurance	\$1,680.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
1997111112224S11	6142 Group Health and Life Insurance	\$4,200.00
1997317803828s11	6142 Group Health and Life Insurance	\$8,400.00
1997322511930S11	6142 Group Health and Life Insurance	\$1,680.00
1997111210530S11	6142 Group Health and Life Insurance	\$4,200.00
1997320710130S11	6142 Group Health and Life Insurance	\$2,058.00
1997322612030S11	6142 Group Health and Life Insurance	\$840.00
1997112011430S11	6142 Group Health and Life Insurance	\$4,200.00
1997320810230S11	6142 Group Health and Life Insurance	\$1,680.00
1997110304130S11	6143 Workers' Compensation	\$355.00
1997310304130S11	6143 Workers' Compensation	\$207.00
1997322011430S11	6143 Workers' Compensation	\$38.00
1997110404230S11	6143 Workers' Compensation	\$170.00
1997310404230S11	6143 Workers' Compensation	\$215.00
1997322111530S11	6143 Workers' Compensation	\$80.00
1997110504330S11	6143 Workers' Compensation	\$183.00
1997310504330S11	6143 Workers' Compensation	\$228.00
1997322211630S11	6143 Workers' Compensation	\$76.00
1997110604530S11	6143 Workers' Compensation	\$279.00
1997310604530S11	6143 Workers' Compensation	\$183.00
1997322412324S11	6143 Workers' Compensation	\$75.00
1997111112224S11	6143 Workers' Compensation	\$65.00
1997317803828S11	6143 Workers' Compensation	\$419.00
1997322511930S11	6143 Workers' Compensation	\$75.00
1997111210530S11	6143 Workers' Compensation	\$81.00
1997320710130S11	6143 Workers' Compensation	\$93.00
1997322612030S11	6143 Workers' Compensation	\$38.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
1997112011430S11	6143 Workers' Compensation	\$95.00
1997320810230S11	6143 Workers' Compensation	\$75.00
1997112412324S11	6143 Workers' Compensation	\$96.00
1997320910330S11	6143 Workers' Compensation	\$76.00
1997112612030S11	6143 Workers' Compensation	\$65.00
1997321112224S11	6143 Workers' Compensation	\$40.00
1997115200124S11	6143 Workers' Compensation	\$1,215.00
1997321210530S11	6143 Workers' Compensation	\$38.00
1997116186124S11	6143 Workers' Compensation	\$1,626.00
1997321310630S11	6143 Workers' Compensation	\$76.00
1997116480224S11	6143 Workers' Compensation	\$873.00
1997321410830S11	6143 Workers' Compensation	\$76.00
1997117803828S11	6143 Workers' Compensation	\$2,209.00
1997321611030S11	6143 Workers' Compensation	\$80.00
1997237803828S11	6143 Workers' Compensation	\$732.00
1997321711130S11	6143 Workers' Compensation	\$38.00
1997310100124S11	6143 Workers' Compensation	\$348.00
1997321811230S11	6143 Workers' Compensation	\$75.00
1997110100124S11	6143 Workers' Compensation	\$790.00
1997310200230S11	6143 Workers' Compensation	\$249.00
1997321911330S11	6143 Workers' Compensation	\$97.00
1997112011430S11	6145 Unemployment Compensation	\$14.00
1997320810230S11	6145 Unemployment Compensation	\$11.00
1997112412324S11	6145 Unemployment Compensation	\$14.00
1997320910330S11	6145 Unemployment Compensation	\$11.00
1997112612030S11	6145 Unemployment Compensation	\$9.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
1997321112224S11	6145 Unemployment Compensation	\$6.00
1997115200124S11	6145 Unemployment Compensation	\$175.00
1997321210530S11	6145 Unemployment Compensation	\$5.00
1997116186124S11	6145 Unemployment Compensation	\$233.00
1997321310630S11	6145 Unemployment Compensation	\$11.00
1997116480224S11	6145 Unemployment Compensation	\$125.00
1997321410830S11	6145 Unemployment Compensation	\$11.00
1997117803828S11	6145 Unemployment Compensation	\$315.00
1997321611030S11	6145 Unemployment Compensation	\$11.00
1997237803828S11	6145 Unemployment Compensation	\$104.00
1997321711130S11	6145 Unemployment Compensation	\$5.00
1997110100124S11	6145 Unemployment Compensation	\$113.00
1997310100124S11	6145 Unemployment Compensation	\$50.00
1997321811230S11	6145 Unemployment Compensation	\$11.00
1997110200230S11	6145 Unemployment Compensation	\$137.00
1997310200230S11	6145 Unemployment Compensation	\$36.00
1997321911330S11	6145 Unemployment Compensation	\$14.00
1997110304130S11	6145 Unemployment Compensation	\$51.00
1997310304130S1	6145 Unemployment Compensation	\$30.00
1997322011430S11	6145 Unemployment Compensation	\$5.00
1997110404230S11	6145 Unemployment Compensation	\$24.00
1997310404230S11	6145 Unemployment Compensation	\$31.00
1997322111530S11	6145 Unemployment Compensation	\$11.00
1997110504330S11	6145 Unemployment Compensation	\$26.00
1997310504330S11	6145 Unemployment Compensation	\$32.00
1997322211630S11	6145 Unemployment Compensation	\$11.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
1997110604530S11	6145 Unemployment Compensation	\$40.00
1997310604530S11	6145 Unemployment Compensation	\$26.00
1997322412324S11	6145 Unemployment Compensation	\$11.00
1997111112224S11	6145 Unemployment Compensation	\$9.00
1997317803828S11	6145 Unemployment Compensation	\$60.00
1997322511930S11	6145 Unemployment Compensation	\$11.00
1997111210530S11	6145 Unemployment Compensation	\$12.00
1997320710130S11	6145 Unemployment Compensation	\$13.00
1997322612030S11	6145 Unemployment Compensation	\$5.00
1997112612030S11	6146 Teacher Retirement/TRS Care	\$385.00
1997321310630S11	6146 Teacher Retirement/TRS Care	\$450.00
1997115200124S11	6146 Teacher Retirement/TRS Care	\$7,223.00
1997321410830S11	6146 Teacher Retirement/TRS Care	\$450.00
1997116186124S11	6146 Teacher Retirement/TRS Care	\$9,671.00
1997321611030S11	6146 Teacher Retirement/TRS Care	\$474.00
1997116480224S11	6146 Teacher Retirement/TRS Care	\$5,193.00
1997321711130S11	6146 Teacher Retirement/TRS Care	\$224.00
1997117803828S11	6146 Teacher Retirement/TRS Care	\$13,146.00
1997321811230S11	6146 Teacher Retirement/TRS Care	\$449.00
1997237803828S11	6146 Teacher Retirement/TRS Care	\$4,356.00
1997321911330S11	6146 Teacher Retirement/TRS Care	\$577.00
1997110100124S11	6146 Teacher Retirement/TRS Care	\$4,698.00
1997310100124S11	6146 Teacher Retirement/TRS Care	\$2,070.00
1997322011430S11	6146 Teacher Retirement/TRS Care	\$225.00
1997110200230S11	6146 Teacher Retirement/TRS Care	\$5,728.00
1997310200230S11	6146 Teacher Retirement/TRS Care	\$1,483.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
19973221112224S11	6146 Teacher Retirement/TRS Care	\$237.00
1997110304130S11	6146 Teacher Retirement/TRS Care	\$2,114.00
1997310304130S11	6146 Teacher Retirement/TRS Care	\$2,114.00
1997322111530S11	6146 Teacher Retirement/TRS Care	\$474.00
1997110404230S11	6146 Teacher Retirement/TRS Care	\$1,010.00
1997310404230S11	6146 Teacher Retirement/TRS Care	\$1,278.00
1997322211630S11	6146 Teacher Retirement/TRS Care	\$450.00
1997110504330S11	6146 Teacher Retirement/TRS Care	\$1,088.00
1997310504330S11	6146 Teacher Retirement/TRS Care	\$1,354.00
1997322511930S11	6146 Teacher Retirement/TRS Care	\$449.00
1997110604530S11	6146 Teacher Retirement/TRS Care	\$1,660.00
1997310604530S11	6146 Teacher Retirement/TRS Care	\$1,089.00
1997322612030S11	6146 Teacher Retirement/TRS Care	\$225.00
1997111112224S11	6146 Teacher Retirement/TRS Care	\$386.00
1997320710130S11	6146 Teacher Retirement/TRS Care	\$554.00
1997111210530S11	6146 Teacher Retirement/TRS Care	\$480.00
1997320810230S11	6146 Teacher Retirement/TRS Care	\$449.00
1997112011430S11	6146 Teacher Retirement/TRS Care	\$564.00
1997320910330S11	6146 Teacher Retirement/TRS Care	\$450.00
1997112412324S11	6146 Teacher Retirement/TRS Care	\$569.00
1997321210530S11	6146 Teacher Retirement/TRS Care	\$225.00
<b>6100 Subtotal:</b>		<b>\$4,493,577.00</b>
<b>6200 Professional and Contracted Services</b>		
1997117803828011	6249 Contracted Maintenance & Repair	\$600.00
<b>6200 Subtotal:</b>		<b>\$600.00</b>
<b>6300 Supplies and Services</b>		

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
1997117803828011	6321 Textbooks	\$1,500.00
1997127803828011	6329 Reading Materials	\$500.00
1997117803828011	6395 Supplies, DP Operations - Locally Defined	\$500.00
1997117803828011	6396 Supplies and Materials - Locally Defined	\$4,000.00
1997237803828011	6396 Supplies and Materials - Locally Defined	\$500.00
1997237803828011	6397 Other Equipment - Locally Defined	\$500.00
1997116486124011	6398 Computer Supplies/Software - Locally Defined	\$33,500.00
1997117803828011	6398 Computer Supplies/Software - Locally Defined	\$2,000.00
1997110100124011	6398 Computer Supplies/Software - Locally Defined	\$14,250.00
1997115200124011	6399 General Supplies	\$3,000.00
1997116186124011	6399 General Supplies	\$6,000.00
1997116480224011	6399 General Supplies	\$4,000.00
1997117803828011	6399 General Supplies	\$29,965.00
1997237803828011	6399 General Supplies	\$400.00
1997116486124011	6399 General Supplies	\$131,350.00
1997116869924011	6399 General Supplies	\$25,000.00
1997117803828011	6399 General Supplies	\$29,965.00
<b>6300 Subtotal:</b>		<b>\$286,930.00</b>
<b>6400 Other Operating Costs</b>		
1997116186124011	6411 Employee Travel	\$8,000.00
1997136186124011	6411 Employee Travel	\$5,000.00
1997237803828011	6411 Employee Travel	\$300.00
1997317803828011	6411 Employee Travel	\$2,493.00
1997326484124011	6411 Employee Travel	\$0.00
1997237803828011	6495 Membership Fees	\$300.00
1997117803828011	6497 Fees - Locally Defined	\$100.00



<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
1997117803828011	6498 Athletic/PE Supplies - Locally Defined	\$500.00
1997117803828011	6499 Miscellaneous Operating Costs	\$2,000.00
1997237803828011	6499 Miscellaneous Operating Costs	\$200.00
<b>6400 Subtotal:</b>		<b>\$18,893.00</b>

# Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aaron Beck	At-Risk Coordinator	SCE	1.0
Amelia Talamantez	Instructional Aide	SCE	1.0
Amy Basham	Teacher - Math	SCE	1.0
Amy Finch	Intervention Specialist	SCE	1.0
Angela Ward	Reading Interventionist	SCE	1.0
Bernardina Riojas	Asst Principal - DAEP	SCE	1.0
Brenda Pier	Reading Interventionist	SCE	1.0
Britany Hernandez	Teacher - Science	SCE	1.0
Carin Taylor	Reading Interventionist	SCE	1.0
Carrie Covarrubiaz	Teacher - 8th ELA	SCE	1.0
Christine Munsell	Teacher - 7th Gr. Reading/ELA	SCE	1.0
Clarissa Bowers	Teacher - Homebound	SCE	1.0
Claudia Becerra	Coordinator of Academic Alternatives-PAY	SCE	1.0
Crystal Ibarra	School Service Worker	SCE	1.0
D'Ann Kuhlmann	Reading Interventionist	SCE	1.0
Danielle Rose	Instructional Aide	SCE	1.0
David Robbins	Teacher - DAEP	SCE	1.0
Debbie Ramon	School Service Worker	SCE	1.0
Deborah Campbell	Teacher - Credit Recovery	SCE	1.0
Debra Edmund	At-Risk Coordinator	SCE	1.0
Donita Klement	Teacher - DAEP	SCE	1.0
Dudra Butler	School Service Worker	SCE	1.0
Ella Nichols	School Service Worker	SCE	1.0

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elsie Nava	Instructional Aide	SCE	1.0
Geneva Apolinar	Instructional Aide	SCE	1.0
Gloria Licon	Instructional Aide	SCE	1.0
Hailey Stager	Teacher - English	SCE	.50
Helen Shepperd	School Service Worker	SCE	1.0
Jacqueline Kerry	Reading Interventionist	SCE	1.0
Janie Maldonado	Instructional Aide - DAEP	SCE	1.0
Joe Gandar	Principal - DAEP	SCE	1.0
Josefina Hernandez	Instructional Aide - DAEP	SCE	1.0
Justin Nunez	At-Risk Coordinator	SCE	1.0
Karla McCallie	Counselor (DAEP	SCE	.50
Karla Thompson	Reading Interventionist	SCE	1.0
Kathleen Blood Almeida	Teacher - DAEP	SCE	1.0
Kelle Wilson	Teacher - English	SCE	1.0
Kelly Cloud	Teacher - English	SCE	1.0
Lana Gill	At-Risk Coordinator	SCE	1.0
Leroy Dragoo	Teacher - DAEP	SCE	1.0
Madelyn Bryan	Instructional Aide	SCE	1.0
Marsha Crabtree	Teacher - Science	SCE	1.0
Marta Jones	Instructional Aide - DAEP	SCE	1.0
Mary Goff	Office Aide - DAEP	SCE	1.0
Melissa DelaCruz	School Service Worker	SCE	1.0
Melodie McDonald	Teacher - Art - DAEP	SCE	1.0
Melody Hale	Teacher - Homebound	SCE	1.0
Michelle Dye	At Risk Coordinator	SCE	1.0
Milana Tinney	Instructional Aide	SCE	1.0

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy Gant	At Risk Coordinator - DAEP	SCE	1.0
Paula Plachno	Teacher - DAEP	SCE	1.0
Porfirio Flores	At-Risk Coordinator	SCE	1.0
Priscilla Guzman	Instructional Aide	SCE	1.0
Rebecca Torres	Secretary - DAEP	SCE	1.0
Reesa Ressler	Teacher - Science	SCE	.67
Rhonda Nichols	Teacher - Homebound	SCE	1.0
Roseanne Reyes	Instructional Aide - DAEP	SCE	1.0
Sally Walling Brooks	Teacher - History - DAEP	SCE	1.0
Sarah Coronado	At-Risk Administrator	SCE	.50
Sarah Witt	Teacher - Math	SCE	.83
Scott Weatherman	Teacher - Science - DAEP	SCE	1.0
Shelly Workman	Teacher - Homebound	SCE	1.0
Stephanie Broome	Reading Interventionist	SCE	1.0
Steven Ashley	Teacher - PAYS	SCE	1.0
Tanya Gue	Teacher - Math - PAYS	SCE	1.0
TBD	Teacher - DAEP	SCE	1.0
Teresa Baker	Teacher - Homebound	SCE	1.0
Theresa Evans	Teacher - Math	SCE	1.0
Thomas Bye	Instructional Aide - DAEP	SCE	1.0
Toni Davis	Counselor - DAEP	SCE	1.0
William Lightfoot	Student Interventionist	SCE	1.0

# Title I Personnel

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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Janelle Montez	Instructional Aide	Title I, Part A	1.0
Jennifer Painter	Instructional Coach	Title I, Part A	1.0
Jessica Fulks	Instructional Aide	Title I, Part A	1.0
Jessica Gonzales	Teacher - History	Title I, Part A	.33
Jessica Pritchard	Instructional Aide	Title I, Part A	1.0
Joanne Bradehoft	Instructional Aide	Title I, Part A	1.0
Joanne Bradenhof	Instructional Aide	Title I, Part A	1.0
Julie Vazquez	Instructional Aide	Title I, Part A	1.0
Juliet Valdez	Instructional Aide	Title I, Part A	1.0
Katrina Villareal	Instructional Aide	Title I, Part A	1.0
Kelly Hickman	Instructional Aide	Title I, Part A	1.0
Laura Nelms	Teacher	Title I, Part A	1.0
Loann Baker	Instructional Coach	Title I, Part A	1.0
Lorraine Campos	Instructional Coach	Title I, Part A	1.0
Mandy Villarreal	Instructional Aide	Title I, Part A	1.0
Marissa Aguilar	Teacher - 2nd Grade	Title I, Part A	1.0
Mary Coulter Johnson	Title I Secretary	Title I, Part A	1.0
Medina Smith	Teacher - Math	Title I, Part A	1.0
Melinda Goodnight	Instructional Coach	Title I, Part A	1.0
Melissa Flores	Instructional Aide	Title I, Part A	1.0
Melody Kovar	Instructional Aide	Title I, Part A	1.0
Michelle Bolin	Instructional Aide	Title I, Part A	1.0
Michelle Moore	Teacher - History	Title I, Part A	.83
Misty Zesch	Instructional Coach	Title I, Part A	1.0
Natalie Weltz	Instructional Coach	Title I, Part A	1.0
Patricia Hartman	Instructional Coach	Title I, Part A	1.0

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rebecca Anderson	Instructional Aide	Title I, Part A	1.0
Rhonda Lopez	Instructional Aide	Title I, Part A	1.0
Rickie Martinez	Title I Specialist	Title I, Part A	.85
Robert Swink	Instructional Aide	Title I, Part A	1.0
Ronnie Bourland	Instructional Aide	Title I, Part A	1.0
Sabrina Zuniga	Instructional Aide	Title I, Part A	1.0
Samantha Querdo	Instructional Aide	Title I, Part A	1.0
Shannon Klepac	Instructional Coach	Title I, Part A	1.0
Sharon Morris	Instructional Coach	Title I, Part A	1.0
Sindi Grimes	Teacher	Title I, Part A	1.0
Stacey Northup	Instructional Aide	Title I, Part A	1.0
Staci Londerholm	Instructional Coach	Title I, Part A	1.0
Stacie Lamkin	Instructional Coach	Title I, Part A	1.0
Stacie Miles	Pre-Kindergarten Teacher	Title I, Part A	1.0
Tamatha Hicks	Instructional Coach	Title I, Part A	1.0
Tanya Abbott	Instructional Coach	Title I, Part A	1.0
Teresa Purtell	Instructional Aide	Title I, Part A	1.0
Theresa Beene	Instructional Coach	Title I, Part A	1.0
Theresa Schwartz	Instructional Aide	Title I, Part A	1.0
Treva Lewis	Instructional Aide	Title I, Part A	1.0
Trish Jost	Instructional Coach	Title I, Part A	1.0
Velia Soto	Instructional Aide	Title I, Part A	1.0
Victoria Gutierrez	Pre-K Teacher	Title I, Part A	1.0
Whitney Schniers	Pre-K Teacher	Title I, Part A	1.0
Yolanda Picon	Instructional Coach	Title I, Part A	1.0
Yoshio Packard	Instructional Aide	Title I, Part A	1.0

# Addendums





# Child Sexual Abuse Plan

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

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

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

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

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

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

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

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

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

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

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



## **Freedom from Bullying**

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

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

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

### **Investigating Reports of Bullying**

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

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

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

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

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

## Priority for Service (PFS) Action Plan for Migrant Students

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

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

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

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

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

<b>School District:</b> San Angelo ISD
<b>Region:</b> 15

## Priority for Service (PFS) Action Plan

<b>Filled Out By:</b> ESC Staff
<b>Date:</b> 08-07-2018

School Year: 2018 \_\_ - 2019 \_\_

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

<b>Goal(s):</b>	<b>Objective(s):</b>
To focus on the unmet needs of migrant children who have been identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support services.	<p>100% of PFS students will have access to supplemental instructional and support services.</p> <p>100% of parents of PFS students will be informed of their child's academic progress and the instructional services provided.</p>

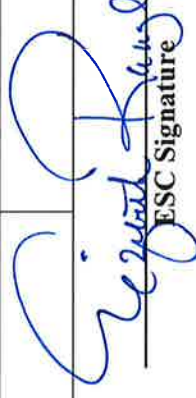
Required Strategies		Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>				
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>		July 1- June 30	Migrant System Operator District Migrant contact	Monthly PFS Reports
<ul style="list-style-type: none"> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>		July 1 –Aug. 30	ESC Migrant Dept. District Migrant Contact	Signed PFS Action Plan
Additional Activities				
<ul style="list-style-type: none"> <li></li> </ul>				

## Required Strategies

		Timeline	Person(s) Responsible	Documentation
<b>Communicate the progress and determine needs of PFS migrant students.</b>				
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>		July 1 - June 30	ESC Migrant Dept. District Migrant Contact	PFS Action Plan Sign In Sheet/Roster Email Doc. Monthly PFS Reports
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>		July 1 - June 30	District Migrant Contact ESC Staff	Agenda Sign-In Sheet
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</li> </ul>		July 1 - June 30	Migrant System Operator District Migrant Contact	PFS Home Visit Form
Additional Activities				
<ul style="list-style-type: none"> <li></li> </ul>				
<b>Provide services to PFS migrant students.</b>				
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>		July 1 - June 30	ESC Migrant Dept. District Migrant Contact	PFS Reports Email Documentation
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>		July 1 - June 30	ESC Migrant Dept. District Migrant Contact	Email Documentation Community Resource List
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>		July 1-June 30	ESC Migrant Dept. District Migrant Contact	Student Participation List, Invoices, Sign In Sheets
Additional Activities				
<ul style="list-style-type: none"> <li></li> </ul>				

  
LEA Signature

8/20/18  
Date Completed

  
ESC Signature

09-20-18  
Date Received



# Child Sexual Abuse Plan

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

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

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

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

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

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

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

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



## **Freedom from Bullying**

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Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

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

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

<b>School District:</b> San Angelo ISD
<b>Region:</b> 15

## Priority for Service (PFS) Action Plan

<b>Filled Out By:</b> ESC Staff
<b>Date:</b> 08-07-2018

School Year: 2018 \_\_ - 2019 \_\_

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

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Required Strategies		Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>				
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>		July 1- June 30	Migrant System Operator District Migrant contact	Monthly PFS Reports
<ul style="list-style-type: none"> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>		July 1 –Aug. 30	ESC Migrant Dept. District Migrant Contact	Signed PFS Action Plan
Additional Activities				
<ul style="list-style-type: none"> <li></li> </ul>				

## Required Strategies

Required Strategies				
	Timeline	Person(s) Responsible	Documentation	
Communicate the progress and determine needs of PFS migrant students.				
<ul style="list-style-type: none"><li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li><li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li><li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</li></ul>	July 1- June 30	ESC Migrant Dept.  District Migrant Contact	PFS Action Plan Sign In Sheet/Roster Email Doc. Monthly PFS Reports	
	July 1 -June 30	District Migrant Contact ESC Staff	Agenda Sign-In Sheet	
	July 1 – June 30	Migrant System Operator District Migrant Contact	PFS Home Visit Form	
Additional Activities				
<ul style="list-style-type: none"><li></li></ul>				
Provide services to PFS migrant students.				
<ul style="list-style-type: none"><li>The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li><li>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li><li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li></ul>	July 1- June 30	ESC Migrant Dept. District Migrant Contact	PFS Reports Email Documentation	
	July 1 – June 30	ESC Migrant Dept.  District Migrant Contact	Email Documentation Community Resource List	
	July 1-June 30	ESC Migrant Dept. District Migrant Contact	Student Participation List, Invoices, Sign In Sheets	
Additional Activities				
<ul style="list-style-type: none"><li></li></ul>				

 **LEA Signature**

8/20/18  
**Date Completed**

 **ESC Signature**

09-20-18  
**Date Received**