



**District Improvement Team**  
**Thursday, October 1, 2020**  
**5:00 – 7:00 pm**

**Via Zoom**

<https://zoom.us/j/93494419044?pwd=d3dTSUdjdkVCZnUzMlhNOHBNWkpqQT09>

## **AGENDA**

<b>Welcome</b>	Anne Daily and John Pisklak, 2020-21 District Improvement Team Co-Chairs
<b>Approval of Minutes</b>	Anne Daily and John Pisklak
<b>District Update</b>	Dr. Jennifer Blaine, Superintendent of Schools
<b>2021-22 and 2022-23 Calendar Review and Calendar Survey</b>	Dr. Lance Stallworth, Executive Director for Student Support Services
<b>District Improvement Plan Review and Feedback</b>	Dr. Kristin Craft, Associate Superintendent for Academics
<b>District of Innovation Overview</b>	Janet Horton

### **2020-21 DIT Meeting Dates:**

Thursday, November 5  
Thursday, December 3  
Thursday, January 7  
Thursday, February 4  
Thursday, March 4  
Thursday, April 1  
Thursday, May 6



**District Improvement Team (DIT) Meeting**  
**Thursday, September 3, 2020**  
**5:00 – 7:00 p.m.**  
**MINUTES**

**Meeting start time:** 5:00 pm

**Meeting end time:** 6:28 pm

**Member Attendance**

Jennifer Blaine, Lisse Colon Melendez, Kristin Craft, Anne Daily, Ivonne Davis, Laura Dawson, Molly Ferguson, Bibbin Gill, Chris Gonzales, Mia Hallmark, Tamma Howell, Shaundra Jacobs, Vanya Karia, Matt Kiger, Julie Knapp, Kim Lemex, Noel Lezama, Noemi Lopez, Michelle Marcil, Buffie Matthews, Michelle Nall, Karen Peck, John Pisklak, Vicky Putnam-Frayser, Laura Radich, Christian Rice, Savina Sabatelli, Jennifer Stuart, Van Tran, Julie Turrentine, Kate Waldorf

*Percent of DIT members in attendance: 79.5%*

**Non-Member Attendance**

Amy Accardo, Rebecca Brown, Linda Buchman, Katie Redd, Lance Stallworth, Abby Walker, Becky Wuerth

**Welcome and Approval of Minutes**

Linda Buchman, Associate Superintendent for Community Relations, opened the meeting by asking each member and guest to introduce themselves. Afterwards, she stated that minutes from the special July 22, 2020 DIT meeting will be approved by email vote. (Minutes were subsequently approved with 18 of 28 members in attendance on July 22 responding affirmatively.)

**DIT Roles and Responsibilities**

Ms. Buchman reviewed the primary role of the DIT – to support and advise Superintendent Dr. Jennifer Blaine at a district-wide level. Specific responsibilities may vary year to year, but in 2020-21 will include:

- Serving as calendar committee for the 2021-22 and 2022-23 academic years. DIT members will review and consider calendar options and provide recommendations to Dr. Blaine to bring to the Board for approval.
- Making recommendations around renewal of Spring Branch ISD’s District of Innovation status (occurs once every 5 years)
- Considering and approving state waivers, such as Covid-related waivers submitted in July
- Providing input around the District Improvement Plan

**District Update**

Dr. Blaine then gave a brief update on the LearnSBISD plan, which will be fully implemented on September 8. She noted that the district’s website will feature dedicated areas for In-Person Learning and Distance Learning, with robust resources specific to each situation. She acknowledged and thanked teachers and staff for all they’ve done to prepare for enactment of the plan.

## **Calendar Development – 2021-2023**

Dr. Lance Stallworth, Executive Director for Student Support Services, described the process of developing the academic calendar. Key considerations include:

- Texas Education Agency (TEA) rules state that school may not begin before the 4<sup>th</sup> Monday in August. As a District of Innovation, Spring Branch may start earlier; however, no calendar model presented will begin prior to August 15<sup>th</sup>.
- Students must complete 75,600 minutes in an academic year. Based on a 7-hour school day, the year typically runs 176 days. Extra minutes are built in to cover 2 days of bad weather closures.
- Senior staff is considering a new 180-day calendar option, which would provide some extra funding for summer programming.
- The number of days between the fall and spring semesters should be balanced as much as possible. Spring is typically longer, but also includes lots of testing days.

In addition, the Spring Branch community has generally favored an entire week off at Thanksgiving, and an end to the school year before Memorial Day weekend.

Guided by Dr. Stallworth and Becky Wuerth, DIT members reviewed two 176-day calendar models for 2021-22, with the fall semester end date as the key difference between the options. The group debated pros and cons and asked clarifying questions. Dr. Stallworth mentioned that although the student educational experience is based on minutes, teacher contracts are based on 188 days. Professional development days are built in for teachers to achieve that target.

Next, members reviewed two 176-day calendar models for 2022-23. One key factor impacting this year is the national election in November, 2022. District campuses are closed on Election Day, which takes away a holiday from another month. Again, members discussed pros and cons and offered possible alternative scenarios.

Dr. Stallworth and Ms. Buchman also clarified the timeline for calendar approval:

- DIT revisits the refined models at the October meeting and makes final recommendations.
- Based on those recommendations, a community-wide survey goes out in October. DIT reviews that feedback at the November meeting.
- Final recommendations go to the Board for approval in December or January.

Finally, members reviewed a 180-day calendar scenario for both 2021-22 and 2022-23. Dr. Kristin Craft, Associate Superintendent for Academics, explained that the extended calendar gives districts a way to recover funds from the state for elementary summer programming. Senior Staff is discussing and running financial models. They will advise DIT in October if this calendar scenario is something they wish to consider.

### Closing:

Ms. Buchman thanked Dr. Stallworth and Ms. Wuerth for their efforts in drafting these models and leading the discussion. As Dr. Blaine had no closing remarks, the meeting concluded at 6:28pm.

# 2021-22 and 2022-23 Calendars

## Discussion Points for Oct. 1, 2020 DIT Meeting

### 2021-22

#### Option 1 changes since 9/3 DIT Meeting:

- January 2022: staff return Tuesday, Jan. 4, students return Wednesday, Jan. 5
- Last day of school Thursday, May 26. Staff workday, Friday, May 27

#### Option 1 IF-THEN considerations

- **IF** first semester ends on Friday, Dec. 17
  - **THEN:** No Monday, April 18 holiday & last day of school is May 27 (teachers workday, May 31)  
Or
  - **THEN:** Start school on Monday, Aug.16 and no Monday, April 18 holiday  
Or
  - **THEN:** Staff school on Monday, Aug. 16 and Monday, Oct. 11 becomes staff development day (three-day weekend for students, not teachers). Four day weekend in April remains.

#### Option 2: No changes

### 2022-23

#### Option 1 changes since 9/3 DIT Meeting:

- Tuesday, Dec. 20 is last day of first semester
- January 2023: staff return to Tuesday, Jan. 3, students return Wednesday, Jan. 4

#### Option 1 IF-THEN considerations

- **IF** first semester ends on Friday, Dec. 16
  - **THEN:** Start school on Monday, Aug.15 and school ends on May 26 (teacher workday on Tuesday, May 30)  
Or
  - **THEN:** Staff school on Monday, Aug. 16 and Monday, Oct. 10 becomes staff development day (three-day weekend for students, not teachers).

#### Option 2: No changes





<b>Comparison of 2021-22 Calendar Options 1 &amp; 2</b>		
	<b>Option 1b: 176 student days</b>	<b>Option 2: 176 student days</b>
<b>Start Date</b>	Tuesday August 17, 2021	
<b>Student/Staff Holidays and Professional Development Days between the start of school &amp; Thanksgiving</b>	Monday, Sept. 6, 2021: staff/student holiday Friday, October 8, 2021: Staff Professional development/Student holiday Monday, Oct. 11, 2021: staff/student holiday	
<b>Thanksgiving Holiday</b>	Full week: November 22-26, 2021	
<b>Last day of first semester</b>	Tuesday, Dec. 21, 2021	Friday, Dec. 17, 2021
<b>January Start Date</b>	Staff: Tuesday, Jan. 4, 2022 Students: Wednesday, Jan. 5, 2022	Staff: Monday, Jan. 3, 2022 Students: Tuesday, Jan. 4, 2022
<b>Student/Staff Holidays prior to Spring Break</b>	Monday, Jan. 17, 2022: staff/student holiday Monday, Feb. 21, 2022: staff professional development/ student holiday	
<b>Spring Break</b>	Full week: Mar. 14-18, 2022	
<b>Holidays after Spring Break</b>	Friday, April 15 – Monday, April 18, 2022: Staff/student holidays	Friday, April 15 – Monday, April 18, 2022: Staff/student holidays  Monday, May 30, 2022: staff holiday
<b>Last Day of School</b>	Thursday, May 26, 2022	Friday, May 27, 2022
<b>Graduation</b>	Saturday, May 28, 2022	
<b>Instructional Days</b> first semester/ second semester	83/93 (176 school days)	81/95 (176 school days)





<b>Comparison of 2022-23 Calendar Options 1 &amp; 2</b>		
	<b>Option 1: 176 student days</b>	<b>Option 2: 176 student days</b>
<b>Start Date</b>	Tuesday, August 16, 2022	Monday, August 15, 2022
<b>Student/Staff Holidays and Professional Development Days between the start of school &amp; Thanksgiving</b>	Monday, Sept. 5, 2022: staff/student holiday Friday, October 7, 2022: Staff Professional development/Student holiday Monday, Oct. 10, 2023: staff/student holiday Tuesday, November 1, 2022: staff/student holiday	
<b>Thanksgiving Holiday</b>	Full week: November 21-25, 2022	
<b>Last day of first semester</b>	Wednesday, Dec. 21, 2022	Friday, Dec. 16, 2022
<b>January Start Date</b>	Staff: Tuesday, Jan. 3, 2023 Students: Wednesday, Jan. 4, 2023	Staff: Monday, Jan. 2, 2023 Students: Tuesday, Jan. 3, 2023
<b>Student/Staff Holidays prior to Spring Break</b>	Monday, Jan. 16, 2023: staff/student holiday Monday, Feb. 20, 2023: staff professional development/ student holiday	
<b>Spring Break</b>	Full week: Mar. 13-17, 2023	
<b>Holidays after Spring Break</b>	Friday, April 7, 2023: Staff/student holiday	
<b>Last Day of School</b>	Thursday, May 25, 2023	
<b>Graduation</b>	Saturday, May 27, 2023	
<b>Instructional Days</b> first semester/ second semester	82/94 (176 school days)	81/95 (176 school days)

## 2020-2021 DISTRICT IMPROVEMENT PLAN (DIP)

DISTRICT IMPROVEMENT GOALS	DISTRICT PERFORMANCE OBJECTIVES
<b>GOAL 1: T-2-4</b>	(1.1) Post-Secondary Enrollment (1.2) Post-Secondary Completion (1.3) CCMR
<b>GOAL 2: STUDENT ACHIEVEMENT</b>	(2.1) Achievement (2.2) Gap-Closing (2.3) Student Growth (2.4) Graduation (2.5) Certifications (2.6) Advanced Courses
<b>GOAL 3: STUDENT SUPPORT</b>	(3.1) School Connectedness (3.2) Counseling (3.3) Counseling/Student Support (3.4) System of Care (3.5) Special Education (3.6) Dyslexia (3.7) Mentoring Programs (3.8) Tutoring Programs
<b>GOAL 4: SAFE SCHOOLS</b>	(4.1) Campus Safety Committee (4.2) District Safety Committee (4.3) Emergency Operations (4.4) Reunification
<b>GOAL 5: PARTNERSHIPS</b>	(5.1) Family E3 (5.2) Special Education (5.3) Partnership Engagement (5.4) Community Literacy Partnerships (5.5) Board of Trustees Community Leadership Development Program
<b>GOAL 6: TALENT STRATEGY</b>	(6.1) Recruitment (6.2) Development (6.3) Retention (6.4) Onboarding (6.5) Instructional Leadership Development (6.6) Organizational Culture (6.7) Xtra Credit
<b>GOAL 7: FISCAL RESPONSIBILITY</b>	(7.1) Financial Management (7.2) Bond Program (7.3) Operating Budgets (7.4) Technology Bond Project (7.5) IT Operations and Systems (7.6) District Communication

**Spring Branch Independent School District**  
**District Improvement Plan**  
**Goals/Performance Objectives/Strategies**  
**2020-2021**



# Mission Statement

Every SBISD graduate will attain a technical certificate, military training, or a two-year or four-year degree.

## Vision

SBISD will increase the number of students achieving T-2-4 from 44% to 72% by 2022.

## Core Values

Every Child - We put students at the heart of everything we do.

Collective Greatness - We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit - We believe in each other and find joy in our work.

Limitless Curiosity - We never stop learning and growing.

Moral Compass - We are guided by strong character, ethics and integrity.

# Table of Contents

Goals	4
Goal 1 : T-2-4. Every SBISD graduate will attain a technical certificate, military training, or a two-year or four-year degree.	4
Goal 2 : STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.	8
Goal 3 : STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs	46
Goal 4 : SAFE SCHOOLS. Every SBISD school and facility will ensure a safe and orderly environment.	64
Goal 5 : PARTNERSHIPS. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.	73
Goal 6 : TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.	85
Goal 7 : FISCAL RESPONSIBILITY. SBISD will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.	97

# Goals

**Goal 1:** T-2-4. Every SBISD graduate will attain a technical certificate, military training, or a two-year or four-year degree.

**Performance Objective 1:** POST-SECONDARY ENROLLMENT: By November 2021, at least 73% of SBISD students will have enrolled successfully in a post-secondary option.

**Evaluation Data Sources:** National Clearinghouse data

2020: [X]% of Class of 2020 enrolled in T24 option [pending data from NSC]

2019: 62% of Class of 2019 enrolled in T24 option

2018: 64% of Class of 2018 enrolled in T24 option

TAPER Reports, Student Registration

**Strategy 1:** COLLEGE AND CAREER READINESS: Provide multiple opportunities for test prep and testing that prepare students for success on college entrance exams such as PSAT 8/9, School Day SAT (juniors), and School Day SAT (seniors)

**Strategy's Expected Result/Impact:** Students will receive targeted exam preparation in order to show an increase in their scores on these college credit exams

**Staff Responsible for Monitoring:** Executive Director of Accountability, Director of Advanced Academics

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**

Teacher training and extra duty pay 199 PIC 21 - Gifted & Talented \$14,050

AP Test fees 199 PIC 21 - Gifted & Talented \$100,000

IB Program 199 PIC 21 - Gifted & Talented \$20,000

Knowsys materials and training 199 PIC 21 - Gifted & Talented \$30,000

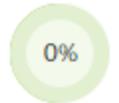
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**Strategy 2: CAREER AND TECHNICAL EDUCATION :** Increase the number of CTE students who are CTE concentrators and completers based on their 4-year course sequence

**Strategy's Expected Result/Impact:** Increase the number of students who commit to a CTE pathway as part of their 4-year planning 2020 = 1,164 students are considered CTE learners, which is comprised of CTE concentrators and completers

**Staff Responsible for Monitoring:** Director of Career and Technical Education

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3: COUNSELING/STUDENT SUPPORT:** SBISD will partner with HCC to host P-SOAR associate degree program opportunities for seniors to increase enrollment in industry-based, credential opportunities

**Strategy's Expected Result/Impact:** Increased percentage of students pursuing workforce-based postsecondary credentials at HCC

**Staff Responsible for Monitoring:** Director of Counseling and Student Support

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4: COUNSELING/STUDENT SUPPORT:** SBISD will partner with military, technical, 2-year and 4-year institutions to increase the percentage of students pursuing a post-secondary credential to 73% by November 2021.

**Strategy's Expected Result/Impact:** Increased numbers of students pursuing a technical, 2-year, or 4-year credential after graduation

**Staff Responsible for Monitoring:** Director of Counseling and Student Support

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5: COUNSELING/STUDENT SUPPORT:** Students and parents will be provided with training opportunities, activities and events that assist them with enrolling in a military, technical, 2-year, or 4-year institution after graduation

<b>Strategy's Expected Result/Impact:</b> Increased percentage of students pursuing a military, technical, 2-Year or 4-Year credential	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Leverage job shadowing, career exploration and Junior Achievement experiences to expand student awareness of and interest in career opportunities and the T-2-4 options to make them happen

<b>Strategy's Expected Result/Impact:</b> Number of students participating in events and feedback through student evaluations	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships & Volunteer Programs	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2: POST-SECONDARY COMPLETION:** Increase the number of students who complete a technical certificate, military training, two-year, or four-year degree from 44% to 72% by 2022.

**Evaluation Data Sources:** National Clearinghouse (Aug 2019 report): The % of SBISD graduates completing higher education within six years after high school graduation:

Class of 2013 = 44%

Class of 2012 = 44%

Class of 2011 = 43%

**Strategy 1: COUNSELING/STUDENT SUPPORT:** SBISD will provide re-engagement opportunities for students who confirmed a post-secondary pursuit, but did not appear as a post-secondary student on a 2 year or 4 year campus enrollment roster.

**Strategy's Expected Result/Impact:** Increase the number of alumni students re-engaging in post-secondary opportunities

**Staff Responsible for Monitoring:** Director of Counseling and Student Support

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3: CCMR:** Increase the % of graduates achieving College, Career, and Military Readiness status by at least 5 points.

**Evaluation Data Sources:** Texas Academic Performance Report:  
 2020: #% of annual graduate (class of 2019) met CCMR indicator (available in November)  
 2019: 68% of annual graduate (class of 2018) met CCMR indicator  
 2018: 63% of annual graduates (class of 2017) met CCMR indicator

<b>Strategy 1:</b> SBISD will engage students in a variety of CCMR options, such as: SAT/ACT, TSI, Advanced Placement, dual credit, OnRamps, CTE, and military so that each student achieves a CCMR designation.	
<b>Strategy's Expected Result/Impact:</b> Increase the % of graduates achieving College, Career, Military Readiness status by at least 5 points	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Assessment and Compliance; Director of Advanced Academics , Director of CTE, Director of Counseling and Student Support	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> HEALTH FITNESS: Monitor, promote and increase the number of students enrolled in the Team Sports Officiating course that reflects student interests and supports the district goal of T-2-4	
<b>Strategy's Expected Result/Impact:</b> Increase the % of students enrolled in the Team Sports Officiating course by 5%.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Health Fitness	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Team Sports Officiating 199 PIC 99 - Undistributed \$1,900	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Goal 2: STUDENT ACHIEVEMENT.** Every SBISD student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2021, SBISD will increase student performance on STAAR 3-8/End-of-Course exams in all subjects tested by at least 3 points at each performance level (approaches, meets, masters).

**Evaluation Data Sources:** State accountability reports (Domain 1)

2019-20: Not Rated due to COVID

2018-19: All subjects: 76% (approaches), 51% (meets), 25% (masters)

2017-18: All subjects: 74% (approaches), 48% (meets), 22% (masters)

**Strategy 1:**

**ACADEMICS:** Provide campuses with curriculum and assessments aligned to TEKS with a year-long scope and sequence [Effective Schools Framework

**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points

**Staff Responsible for Monitoring:** Associate Superintendent of Academics, Executive Director of Academic Services

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2: ACADEMICS:** Provide campuses with assessments aligned to state standards and the appropriate level of rigor. Administered at least three times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence. [Effective Schools Framework]

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Academics, Executive Director of Academic Services</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 3: ACADEMICS:** Ensure the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection. [Effective Schools Framework]

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Academics, Executive Director for Academics</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 4: ACADEMICS:** Provide campuses with a data assessment platform to capture assessment data by item and student level. [Effective Schools Framework]

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent, Executive Director of Academic Services</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> All in Learning district wide access 289.RES19 - Restart Grant \$90,000 On-site professional development: All in Learning 289.RES19 - Restart Grant \$25,000</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5: ACADEMICS:** Work with teacher teams at each campus to increase the rigor of instruction so that all students will perform at the highest levels

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Academic Services, Directors of each program area</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Title 1 campus allocations 211 - Title I, Part A \$6,305,785</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 6: ACADEMICS:** Provide differentiated support to campuses that have been identified by state and federal system for interventions with monthly and/or quarterly meetings

**Strategy's Expected Result/Impact:** All campuses to meet state standards; PLC planning supports through recurring cycles of collective inquiry during walkthroughs and feedback conferences

**Staff Responsible for Monitoring:** Associate Superintendent for Academics, Community Superintendents, Executive Director of Academic Services

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**

Job-embedded PLC work 289.RES19 - Restart Grant \$33,003

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 7: ACCOUNTABILITY:** Train principals and directors on the state accountability system and how all performance levels are included in the calculations. Demonstrate why campuses need to increase the rigor of instruction so that all students will perform at the highest levels

**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points

**Staff Responsible for Monitoring:** Associate Superintendent of Academic, Executive Director of Assessment and Compliance, Executive Director of Academic Services

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 8: ACCOUNTABILITY:** Support and monitor schools implementing Targeted Improvement Plans

**Strategy's Expected Result/Impact:** All campuses with TIP will meet state accountability standards

**Staff Responsible for Monitoring:** Associate Superintendent of Academics, Community Superintendents, Executive Director of Academic Services

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 9: READING/ELA (K-5):** Align campus practices to balanced literacy framework of instruction to include reading workshop, writing workshop, and phonics/word study

<p><b>Strategy's Expected Result/Impact:</b> 100% of elementary campuses will utilize district-adopted curriculum; In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities, Principals</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Contract Services 199 PIC 99 - Undistributed \$269,201</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 10: READING/ELA (K-5):** Teachers will plan for and implement small groups and individual conferences to provide explicit teaching in skills needed to master state assessments

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 11: READING/ELA (K-5):** Train teachers on how to use running record data to increase student reading proficiency levels

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 12: READING/ELA (K-5):** Collaborate with Houston-area districts at the TCRWP Dual Language Think Tank sessions to review and create instructional materials aligned to TCRWP for OWDL and TWDL programming.

<b>Strategy's Expected Result/Impact:</b> Curriculum resources developed and teachers trained at regular intervals	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Humanities, Director of Multilingual Programs	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Professional Development 199 PIC 99 - Undistributed \$58,600	<b>Summative</b>
	<b>June</b>

**Strategy 13: READING/ELA (K-5):** Provide extensive teacher training in the implementation of Units of Study Reading, Writing, and Phonics

<b>Strategy's Expected Result/Impact:</b> 100% of elementary campuses will utilize district-adopted curriculum; In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Humanities	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Materials and supplies 199 PIC 99 - Undistributed \$89,713 TCRWP coaching institutes, district days 289.RES19 - Restart Grant \$48,000 Leadership development (Leading Well) 289.RES19 - Restart Grant \$3,000	<b>Summative</b>
	<b>June</b>

**Strategy 14: READING/ELA (6th grade):** Provide professional learning that focuses on balanced literacy and the workshop approach with the implementation of the Units of Study

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Contracted Services 199 PIC 99 - Undistributed \$10,040</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 15: READING/ELA (6-12):** Ensure yearlong training and support continues for Abydos trainee cohort

<p><b>Strategy's Expected Result/Impact:</b> 80% of teacher will be on track to meet certification requirements</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 16: READING/ELA (6-12):** Train teachers on how to use Edgenuity as an intervention tool

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Software 199 PIC 99 - Undistributed \$51,345</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 17: READING/ELA (7-8):** Develop and strengthen professional development with 7th and 8th grade teachers with Pearson resources.

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	Nov
	Jan
	Mar
	<b>Summative</b>
	June

**Strategy 18: WRITING (PK-12):** Review student writing samples at each campus to determine patterns and identify where students are and how to move them forward

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Humanities</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	Nov
	Jan
	Mar
	<b>Summative</b>
	June

**Strategy 19: WRITING (PK-12):** Train and model how to provide feedback through individual and small group writing conferences

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Humanities</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	Nov
	Jan
	Mar
	<b>Summative</b>
	June

**Strategy 20: READING (K-5) - Provide Summer Reading Institute for teachers serving grades K-5 serving first year and advanced courses**

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 21: MATH (K-5): Provide weekly, virtual THINK TANKS! to support teachers in the development of rigorous virtual and face-2-face lessons**

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Mathematics</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 22: MATH (K-12): Provide elementary (monthly) and secondary (bi-monthly) Virtual PLCs to provide curriculum & assessment updates and highlight resources, as well as promote networking among teachers.**

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Mathematics</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 23:** MATH (K-8): Provide elementary (bi-monthly) and middle school (monthly) coach training for campus math coaches, DCs, MCLs, and/or interventionists, specifically trainings on curriculum, assessment, data analysis and coaching skills.

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Mathematics</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 24:** Math (3-5) In partnership with the Advanced Academics Department, plan for a new math supplemental enrichment program to both strengthen gifted students and build math talent pool in elementary grades. This 2020-21 program will extend types and depth of mathematical learning opportunities, impacting participation in higher mathematics throughout their K-12 schooling and beyond. The program will take advantage of both face-2-face and virtual opportunities to ensure that every school's gifted and talented students may participate.

<p><b>Strategy's Expected Result/Impact:</b> Increase STAAR performance levels for Meets and Masters Expectations by at least 3 points in mathematics.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Mathematics</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 25: MATH (6-8):** Provide pre-AP course curriculum materials and training to Math teachers to build higher-level questioning skills and plan for in-class, rigorous extensions and projects.

<b>Strategy's Expected Result/Impact:</b> Increase the % of students who meet or exceed CGI targets on MAP: Math (K-8) increase by 5	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Mathematics	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Curriculum Writing 199 PIC 99 - Undistributed \$12,500	<b>Summative</b>
	<b>June</b>

**Strategy 26: SCIENCE:** Promote the use of EL strategies and interactive word walls; follow up with teachers who have been trained

<b>Strategy's Expected Result/Impact:</b> Implementation of interactive word walls with 100% of units, science instructional walks, social media posts using (#sbisdwordwalls)	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Science	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Staff development 199 PIC 99 - Undistributed \$5,000	<b>Summative</b>
	<b>June</b>

**Strategy 27: SCIENCE:** Provide campus-specific supports to catalyst schools to improve science instructional and student achievement

<b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Science	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Training and student support 199 PIC 99 - Undistributed \$5,000	<b>Summative</b>
	<b>June</b>

<b>Strategy 28: SCIENCE:</b> Provide ongoing professional learning for science teachers on the 5E instructional model	
<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points; progress monitoring through frequent walkthroughs and feedback conferences</p> <p><b>Staff Responsible for Monitoring:</b> Director of Science</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Professional Development 199 PIC 99 - Undistributed \$3,000</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Strategy 29: SCIENCE:</b> Provide after-school training for high school science teachers on strategies in literacy, EL, and SPED.	
<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Science, Science Leads</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Professional development 199 PIC 99 - Undistributed \$7,000</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Strategy 30: SCIENCE:</b> Hold quarterly think tanks for high school science subjects to discuss upcoming content.	
<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Science, Science Leads</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Professional development 199 PIC 99 - Undistributed \$2,000</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 31: SOCIAL STUDIES (6-12):** Provide professional development focusing on effective reading strategies and literacy-based instruction

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Humanities K-5, 6-12</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 32: MULTILINGUAL:** Provide on-site instructional coaching, curriculum support and district-wide monthly PLC for teachers of newcomer students in grades 6-12

<p><b>Strategy's Expected Result/Impact:</b> Increase capacity of teachers who serve newcomer students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Multilingual</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Curriculum 199 PIC 25 - ESL/Bilingual \$50,000</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 33: BILINGUAL LEARNERS:** Train teachers and provide instructional support for OWDL model at the elementary level

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Multilingual</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Consultant 199 PIC 25 - ESL/Bilingual \$92,500</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 34: ENGLISH LEARNERS:** Support teachers with implementation of TRTW instructional strategies into core content areas to engage all EL students at high levels

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Multilingual</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Consultant 199 PIC 25 - ESL/Bilingual \$45,000</p>	<b>Formative</b>
	Nov
	Jan
	Mar
	<b>Summative</b>
	June

**Strategy 35: EDUCATIONAL TECHNOLOGY:** Campus Transformational Learning Specialists (TLS) will collaborate with campus principals to support teachers in their implementation of the Year 2 ITSL expectations

<p><b>Strategy's Expected Result/Impact:</b> All middle school and high school teachers will meet year 1 expectations for ITSL integrations; 100% of middle school and high school teachers will meet the Year 2 expectations for itslearning Implementation</p> <p><b>Staff Responsible for Monitoring:</b> Director of Educational Technology, Principals</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Software 199 PIC 99 - Undistributed \$60,000</p>	<b>Formative</b>
	Nov
	Jan
	Mar
	<b>Summative</b>
	June

**Strategy 36: EDUCATIONAL TECHNOLOGY:** Transformational Learning Specialists (TLS) will provide campus-based coaching and training sessions at each of their assigned campuses to support teacher mastery of all Level 1 Ed Tech skills

<p><b>Strategy's Expected Result/Impact:</b> All middle school and high school teachers will meet year 1 expectations for ITSL integrations</p> <p><b>Staff Responsible for Monitoring:</b> Director of Educational Technology, Principals</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Materials and supplies 199 PIC 99 - Undistributed \$5,055 Technology equipment 199 PIC 99 - Undistributed \$2,602 Software 199 PIC 99 - Undistributed \$80,942</p>	<b>Formative</b>
	Nov
	Jan
	Mar
	<b>Summative</b>
	June

**Strategy 37: LIBRARY MEDIA SERVICES:** Increase availability and promote the use of eBooks to students across the district: Sora, Capstone, Abdo

<b>Strategy's Expected Result/Impact:</b> Increase eBook usage statistics by at least 5%	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Library Media	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> OTH Reading Materials 199 PIC 99 - Undistributed \$184,899	<b>Summative</b>
	<b>June</b>

**Strategy 38: LIBRARY MEDIA SERVICES:** Provide access to and promote the use of print books to students across the district

<b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Library Media	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 39: LIBRARY MEDIA SERVICES:** Increase availability and promote the use of the digital resources to students across the district: TexQuest, JSTOR, Discovery Education, PebbleGo, PowerKids Science suite

<b>Strategy's Expected Result/Impact:</b> Increase database usage statistics by at least 3%	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Library Media	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Software-LIB 199 PIC 99 - Undistributed \$55,000	<b>Summative</b>
	<b>June</b>

**Strategy 40: PRE-KINDERGARTEN:** Provide training and modeling in the use of updated PK3 and PK4 district curriculum to meet State high-quality curriculum component requirements- Circle Progress Monitoring

<p><b>Strategy's Expected Result/Impact:</b> 70% of PK students will be proficient in the area of Language and Communication as measured by CIRCLE Progress Monitoring 2019-2020 No data due to COVID 2018-2019 Eng 70% Span 69% 2017-2018 Eng 49% Span 65%</p> <p><b>Staff Responsible for Monitoring:</b> Director of PreKindergarten</p> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>

**Strategy 41: SPECIAL EDUCATION:** Monitor growth in the reading scores of SE students through fidelity to systematic intervention programs (OG, LLI, Mindplay)

<p><b>Strategy's Expected Result/Impact:</b> Narrow the gap or improve performance above the target by at least 3 points.</p> <p>2019-2020: Not rated due to COVID</p> <p>2018-2019: STAAR Reading (Grades 3-8) - 40.7% STAAR Math (Grades 3-8) - 48%</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education</p> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>

**Strategy 42: SPECIAL EDUCATION:** Train at least 80% of elementary Resource teachers in the Orton-Gillingham (OG) approach to serve students who are both dyslexic and receiving special education services

<p><b>Strategy's Expected Result/Impact:</b> 100% of elementary special education students with dyslexia will have an OG trained special education teacher and/or dyslexia interventionist providing dyslexia instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 43: SPECIAL EDUCATION:** Monitor and observe instruction in Reading and Math Resource and In-Class support classrooms and give feedback on continued implementation of Reading and Math programs.

<p><b>Strategy's Expected Result/Impact:</b> Narrow the gap or improve performance above the target by at least 3 points.</p> <p>2019-2020: Not rated due to COVID</p> <p>2018-2019: STAAR Reading (Grades 3-8) - 40.7% STAAR Math (Grades 3-8) - 48%</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 44: SPECIAL EDUCATION:** Develop curriculum for Middle School and High School Resource Math programs.

**Strategy's Expected Result/Impact:** Narrow the gap or improve performance above the target by at least 3 points.

2019-2020: Not rated due to COVID

2018-2019:

STAAR Math (Grades 6-8) - 48.2%

End of Course Algebra - 45.2%

**Staff Responsible for Monitoring:** Director of Special Education

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 45: GIFTED AND TALENTED:** Provide programming to meet the educational needs of gifted and talented students through Bendwood experiences, advanced coursework, and Spring Branch Academic Institute while expanding opportunities for all student to access rigorous course work through math acceleration, Advanced Academic Coursework, Advanced Placement, International Baccalaureate, Dual Credit or Dual Enrollment

**Strategy's Expected Result/Impact:** Increase in the number of students enrolling in advanced options

**Staff Responsible for Monitoring:** Director of Advanced Academic Studies

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**

Technology 199 PIC 11 - Instructional Services \$4,000

Miscellaneous program expenses 199 PIC 21 - Gifted & Talented \$26,550

Books and materials 199 PIC 11 - Instructional Services \$3,000

Marketing-Software 199 PIC 11 - Instructional Services \$2,000

Project GT - software 199 PIC 21 - Gifted & Talented \$11,000

GT Testing 199 PIC 21 - Gifted & Talented \$43,250

Level 3 GT Testing 199 PIC 21 - Gifted & Talented \$5,625

Professional Development 199 PIC 21 - Gifted & Talented \$16,000

Facilitator, Professional Development 255 - Title II, Part A \$118,308

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 46: PRE-KINDERGARTEN: Monitoring benchmarks in English and Spanish to meet state high-quality student progress monitoring component requirements - Circle Progress Monitoring**

**Strategy's Expected Result/Impact:** In all CIRCLE components, narrow the gap or improve performance above the target by at least 3 points

2019-2020 No data due to COVID

English 2017-18 and 2018-19

Reading 84% 87%

Writing 93% 94%

Lang/Com 49% 70%

Math 84% 88%

SEL 89% 92%

Spanish 2017-18 and 2018-19

Reading 88% 87%

Writing 85% 90%

Lang/Com 65% 69%

Math 84% 88%

SEL 86% 92%

**Staff Responsible for Monitoring:** Director of PreKindergarten

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 47: PRE-KINDERGARTEN:**

Provide professional development and coaching opportunities so that 100% of our PK teachers meet highly qualified teacher qualifications requirements

<b>Strategy's Expected Result/Impact:</b> 100% of PK teachers have met State standards for HQ status;  Improved teacher practices will lead to better student outcomes. 2019-2020 No data due to COVID 2018-2019 100% 2017-2018 100%	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
<b>Staff Responsible for Monitoring:</b> Director of Prekindergarten	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 48: PRE-KINDERGARTEN:**

Develop and report progress on Early Childhood Literacy and Math Proficiency Plan that identifies annual goals, targeted professional development, and includes considerations for bilingual and special language programs - Circle Progress Monitoring

<b>Strategy's Expected Result/Impact:</b> 100% of PK Literacy and Math progress reports identifies quantifiable goals for each student as he/she transitions to Kindergarten. 2019-2020 No data due to COVID 2018-2019 100% 2017-2018 100%	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
<b>Staff Responsible for Monitoring:</b> Director of Prekindergarten	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 49: WRITING - (6th grade) - Provide Summer Writing Institute for 6th grade teachers for year one implementation of Units of Study Writing for Middle School**

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 50: READING/ELA (6): Provide professional learning that focuses on balanced literacy and the workshop approach with running record training and how to take running records, use the district tracker and use the data from running records to provide small group instruction**

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 51: READING/ELA (6):** Provide professional learning that focuses on balanced literacy and the workshop approach with the guidance of Literacy Instructional Specialists and Leads from the Humanities department through the work of implementing Units of Study with Reading and Writing

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 52: READING/ELA (9-12):** Provide extensive professional development with high school teachers with the new adoption by Pearson and the resources provided. Continue to work with the district and the teachers to provide a smooth transition of how to use the LMS with the new adoption.

<p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 53:** READING/ELA (K-5): Collaborate with Houston-area districts (Klein, Conroe, Katy) about Reading Academies and implementation of them for the 20-21 school year and summer of 2021

<b>Strategy's Expected Result/Impact:</b> 100% of teacher will be on track to meet certification requirements	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Humanities	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Region 4 Services 199 PIC 99 - Undistributed \$10,000	<b>Summative</b>
	<b>June</b>

**Strategy 54:** READING/ELA (6-12): Collaborate with Houston-area districts (Klein, Conroe, Katy) about 7th Grade TEC,28.006 and implementation of the reading instrument for the 21-22 school year

<b>Strategy's Expected Result/Impact:</b> Increase the % of students who meet 6th Grade STAAR passing rates in order to decrease number of 7th Grade taking reading instrument	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Humanities	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2: GAP-CLOSING:** By June 2021, SBISD will increase overall performance on STAAR 3-8/End-of-Course exams to narrow the gap or improve performance above the target by at least 3 points.

**Evaluation Data Sources:** State accountability reports (Domain 3: Closing the Gaps)

2019-2020: Not rated due to COVID

2018-2019: SBISD met 22 of 25 academic targets evaluated

<b>Strategy 1: ACADEMICS:</b> Provide campuses with curriculum and formative assessments aligned with targeted intervention strategies focused on individual student needs	
<b>Strategy's Expected Result/Impact:</b> Narrow the gap or improve performance above the target by at least 3 points	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Academic Services	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2: INTERVENTION SERVICES:</b> Create systemic processes for reviewing data to plan for targeted small group intervention in order to increase student achievement.	
<b>Strategy's Expected Result/Impact:</b> Narrow the gap or improve performance above the target by at least 3 points	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Intervention Services	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Software for management 199 PIC 24 - At Risk \$10,000 Travel 199 PIC 24 - At Risk \$4,500 Contracted Services Andrea Ogonosky 199 PIC 24 - At Risk \$12,000	<b>Summative</b>
	<b>June</b>

**Strategy 3: INTERVENTION SERVICES:** Train campus team on analyzing multiple measures to provide targeted student support for English Language Learners.

<b>Strategy's Expected Result/Impact:</b> Narrow the gap or improve performance above the target by at least 3 points		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Director of Intervention Services		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None		

**Strategy 4: PRE-KINDERGARTEN: Ensure all students are ready for kindergarten - Circle Progress Monitoring**

**Strategy's Expected Result/Impact:** In all CIRCLE components, narrow the gap or improve performance above the target by at least 3 points

2019-2020 No data due to COVID

English 2017-18 and 2018-19

Reading 84% 87%

Writing 93% 94%

Lang/Com 49% 70%

Math 84% 88%

SEL 89% 92%

Spanish 2017-18 and 2018-19

Reading 88% 87%

Writing 85% 90%

Lang/Com 65% 69%

Math 84% 88%

SEL 86% 92%

**Staff Responsible for Monitoring:** Director of Pre-Kindergarten

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**

Supplemental Reading Materials and Supplies 211 - Title I, Part A (FBG20 Carryover) \$100,000

Supplemental PreK Teacher Assistants 211 - Title I, Part A \$1,342,630

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5:**  
 READING/WRITING (3-5): Provide balanced literacy curriculum materials and training to Reading teachers to support in-class interventions and first-line differentiated instruction to include reading workshop, writing workshop, and phonics/word study

<b>Strategy's Expected Result/Impact:</b> Narrow the gap or improve performance above the target by at least 3 points	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Humanities K-5 Director of Intervention Services	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 6:** READING/WRITING (6-12): Provide curriculum materials and training to English teachers to support planning for in-class interventions and first line differentiated lessons.

<b>Strategy's Expected Result/Impact:</b> Narrow the gap or improve performance above the target by at least 3 points	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Humanities 6-12	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 7:** MATH (K-Alg2): Integrate pre-assessments to identify prior grade content gaps, determining readiness to learn, and provide the resources to cure deficiencies.

<b>Strategy's Expected Result/Impact:</b> Narrow the gap or improve performance above the target by at least 3 points	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Mathematics Director of Intervention Services	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 8: MATH (K-preCalc):** Provide quick checks for understanding into each concept of a unit, identifying immediate learning issues before they become problematic, and the resources to intervene with students.

<b>Strategy's Expected Result/Impact:</b> Narrow the gap or improve performance above the target by at least 3 points	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Mathematics	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 9: MULTILINGUAL:** Collaborate with school teams to provide targeted instructional support with TELPAS specific language domain(s).

<b>Strategy's Expected Result/Impact:</b> 5% increase of K-12 students receiving advanced high composite rating; 5% increase of students who have been enrolled in US schools for 3 years or more scoring advanced high composite rating	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Multilingual	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 10: SUMMER SCHOOL:** Provide Summer School for eligible students

<b>Strategy's Expected Result/Impact:</b> Narrow the gap or improve performance above the target by at least 3 points	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director for Student Support Services	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Summer School Staff and Resources 211 - Title I, Part A \$250,000	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3: STUDENT GROWTH:** By June 2021, SBISD will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (k-8) increase by 7 points, Math (K-8) increase by 5 points.

**Evaluation Data Sources:** Measures of Academic Progress (MAP) reports

2020: Not Rated due to COVID

2019: Reading CGI (53%); Math CGI (60%)

2018: Reading CGI (48%); Math CGI (58%)

<b>Strategy 1:</b> READING/ELA (K-2): Provide balanced literacy staff development and planning support to increase quality Reading, Writing and Phonics training instructional practices to grow readers by deepening teacher understanding.	
<b>Strategy's Expected Result/Impact:</b> Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Humanities K-5; Director of Intervention Services	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> READING/ELA (3-5): Provide balanced literacy staff development and planning support to increase quality Reading and Writing instructional practices to grow readers by deepening teacher understanding.	
<b>Strategy's Expected Result/Impact:</b> Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Humanities K-5; Director of Intervention Services	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3: READING/ELA (6-12):** Train teachers and provide curriculum and resources to be utilized for reading interventions and scaffolded support

<p><b>Strategy's Expected Result/Impact:</b> Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities 6-12</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4: MATH (K-12):** Provide curriculum materials and training to Math teachers to support planning for in-class interventions and first line differentiated lessons to include mathematical concepts and processes

<p><b>Strategy's Expected Result/Impact:</b> Increase the % of students who meet or exceed CGI targets on MAP: Math (K-8) increase by 5 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Mathematics</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Curriculum Writing 199 PIC 99 - Undistributed \$50,000 Math Consultant 199 PIC 99 - Undistributed \$25,000</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5: MATH (2-Alg 1):** Providing quarterly district assessments and student trackers; working with teachers to analyze data and plan for next steps; training teachers on building students to mastery.

<p><b>Strategy's Expected Result/Impact:</b> Increase the % of students who meet or exceed CGI targets on MAP: Math (K-8) increase by 5 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Mathematics</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 6: ENGLISH LEARNERS:** Provide teacher professional development based on EL instructional strategies and materials to meet the unique needs of EL students

<p><b>Strategy's Expected Result/Impact:</b> Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points; Math (K-8) increase by 5 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Multilingual Programs</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 7: INTERVENTION SERVICES:** MAP progress data to identify student learning levels so teachers can engage in differentiated instruction, skill-based grouping and setting goals for intervention.

<p><b>Strategy's Expected Result/Impact:</b> Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points; Math (K-8) increase by 5 points</p> <p><b>Staff Responsible for Monitoring:</b> Director of Intervention Services</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Materials 199 PIC 24 - At Risk \$500 Other reading material 199 PIC 24 - At Risk \$500 Technology 199 PIC 24 - At Risk \$3,000</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4: GRADUATION:** Increase graduation rate of the all student group by at least one point.

**Evaluation Data Sources:** Accountability ratings overall: "All student" group

2019-2020: 4-year rate = [X]%, 5-year rate = [X]%, 6-year rate =[X]% [Pending data from TEA]

2018-2019: 4-year rate = 90.9%, 5-year rate = 91.7%, 6-year rate = 92.2%

2017-2018: 4-year rate = 89.9%, 5-year rate = 92.0%., 6-year rate = 93%

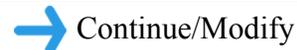
<b>Strategy 1: GRADUATION RATE:</b> Support off-cohort students and those who need to pass the state assessments to meet graduation requirements, including the implementation of the new Academy of Choice Program.	
<b>Strategy's Expected Result/Impact:</b> Increase graduation rate of the all student group by at least one point	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Student Support Services	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 2: EDUCATIONAL TECHNOLOGY:** Collaborate with campus counselors to enroll students in virtual school courses for original credit and for credit recovery

<p><b>Strategy's Expected Result/Impact:</b> 10 percentage points increase from 2018-2019 data with students completing virtual courses for original credit and/or credit recovery</p> <p>2019-2020: (COVID impacted) Original Credit - 410 Credit Recovery - 216</p> <p>2018-2019: Original Credit - 216 Credit Recovery - 457</p> <p><b>Staff Responsible for Monitoring:</b> Director of Educational Technology</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> Software 199 PIC 99 - Undistributed \$107,540 Supplemental pay 199 PIC 99 - Undistributed \$47,500</p>	

**Strategy 3: STUDENT SERVICES:** Support high school campuses with the development and implementation of credit recovery plans.

<p><b>Strategy's Expected Result/Impact:</b> Maintain district drop-out rate below 2.1% for high school students. Drop-out data is delayed by two years in TEA reporting.</p> <p>2016-2017 2.1% 2015-2016 2.3%</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Support Services</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	



**Performance Objective 5: CERTIFICATIONS:** Increase the number of students who earn a TEA-approved Industry Based Certifications by at least 10% points from the 2019 baseline.

**HB3 Goal**

**Evaluation Data Sources:** CTE certification reports:

2020: 554 certifications earned

2019: 655 certifications earned (Spring 2019: TEA published state approved list)

2018: 476 certifications earned

2017: 174 certifications earned

<b>Strategy 1: CAREER AND TECHNICAL EDUCATION:</b> Support CTE teachers to ensure students are prepared for certification exams which will lead to students earning certifications	
<b>Strategy's Expected Result/Impact:</b> Increase the number of industry certifications earned by 10% above 2020 baseline.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Career and Technical Education	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2: CAREER AND TECHNICAL EDUCATION:</b> Monitor systems to ensure the reporting of Industry Based Certification data is accurate	
<b>Strategy's Expected Result/Impact:</b> Ensure 100% accuracy in reporting earned certifications	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Career and Technical Education	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3: CAREER AND TECHNICAL EDUCATION:** Increase marketing and the promotion of CTE programming so that students schedule advanced CTE courses in their selected program of study

<b>Strategy's Expected Result/Impact:</b> Increase number of students signing up for advanced CTE courses for the 2020-2021 school year by 5% to 2,010 students 2019-2020: 1,914 students 2018-2019: 1,944 students	<b>Formative</b>
	Nov Jan Mar
<b>Staff Responsible for Monitoring:</b> Director of Career and Technical Education	<b>Summative</b> June
<b>Title I Schoolwide Elements:</b> None <b>Problem Statements:</b> None <b>Funding Sources:</b> None	

**Strategy 4: CAREER AND TECHNICAL EDUCATION:** Support implementation of new course "college and career course" for middle school students being piloted in the 2020-21 school year and develop a plan to expand to other campuses.

<b>Strategy's Expected Result/Impact:</b> Provide District team supports to pilot campuses for successful implementation of curriculum; Establish an expansion plan for the course to other campuses.	<b>Formative</b>
	Nov Jan Mar
<b>Staff Responsible for Monitoring:</b> Director of Career and Technical Education, Director of Counseling and Student Support	<b>Summative</b> June
<b>Title I Schoolwide Elements:</b> None <b>Problem Statements:</b> None <b>Funding Sources:</b> None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 6: ADVANCED COURSES:** Increase the number of students enrolled in and earning credit in advanced courses.

**Evaluation Data Sources:** Skyward course enrollment data:

Fall 2020: 997 students enrolled in one or more dual credit/dual enrollment courses

Fall 2019: 959 students enrolled in one or more dual credit/dual enrollment courses

Fall 2018: 1,019 students enrolled in one or more dual credit/dual enrollment courses

**Strategy 1: ADVANCED ACADEMICS:** Use data (Class grades, AP Potential, MAP scores) to identify and recruit students demonstrating ability to be successful in rigorous course work to participate in dual credit (HCC) and dual enrollment (OnRamps) programs

**Strategy's Expected Result/Impact:** Increase in the number of students enrolling in dual credit and dual enrollment courses for the 2020-2021 school year

**Staff Responsible for Monitoring:** Director of Advanced Academics, Director of Guidance and Counseling

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2: ADVANCED ACADEMICS:** Write district Pre-AP curriculum to strengthen the rigor and vertical alignment of and student success in advanced courses (AAC, formerly Pre-AP, and AP)

**Strategy's Expected Result/Impact:** Committee will set a definition for advanced courses that contains learning expectations and course elements that can be clearly articulated to all stake holders

**Staff Responsible for Monitoring:** Director of Advanced Academic Studies

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
Curriculum Writing 199 PIC 21 - Gifted & Talented \$5,000

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3: ADVANCED ACADEMICS:** Ensure every student enrolled in an Advanced Placement course is aware of utilizes online supports (Khan Academy, Shmoop, Digital Dashboard) in course work and test preparation

<p><b>Strategy's Expected Result/Impact:</b> Students will show an increase in success on outside test sources and monitor usage to develop a baseline.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academic Studies</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Shmoop- software 199 PIC 21 - Gifted &amp; Talented \$17,000</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4: ADVANCED ACADEMICS:** Identification of academically talented children through Talent Search by providing resources, enrichment activities, and support to ensure students reach their highest potential

<p><b>Strategy's Expected Result/Impact:</b> Increase the number of students who participate in the DUKE TIP Program</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academic Studies</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5: ADVANCED ACADEMICS:** Participate in CollegeBoard PreAP Pilot at two high schools

<p><b>Strategy's Expected Result/Impact:</b> Increase the number of students enrolling in AP courses at each campus</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics Studies</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> College Board Pre-AP 199 PIC 21 - Gifted &amp; Talented \$33,600</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Math (9-12) In partnership with SHS and to prepare for new preAP curriculum in high school in 2020-21, we will design systems and structures to support student success in preAP mathematics

<b>Strategy's Expected Result/Impact:</b> Decrease the % of dropouts from preAP to Academic in SHS mathematics courses by 25%.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Mathematics	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 3: STUDENT SUPPORT.** Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

**Performance Objective 1: SCHOOL CONNECTEDNESS:** By June 2021, the % of SBISD students who feel connected as both individuals and learners will increase by at least 2 points.

**Evaluation Data Sources:** Panorama Survey

2020: Not Rated due to COVID

2019: 65% School Connectedness Multiple Measure

2018: 63% School Connectedness Multiple Measure

<b>Strategy 1: COUNSELING/STUDENT SUPPORT:</b> SBISD will provide the CharacterStrong curriculum for elementary and middle school campuses to facilitate to influence student/teacher connectedness and student/teacher efficacy	
<b>Strategy's Expected Result/Impact:</b> Increased Panorama scores denoting improved student-teacher connectedness and relationships	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> CharacterStrong Curriculum 289 - Title IV, Part A	<b>Summative</b>
	<b>June</b>
<b>Strategy 2: FINE ARTS:</b> Provide middle school students who have an interest in art to expand their personal art portfolio in preparation for Advanced Placement Art courses	
<b>Strategy's Expected Result/Impact:</b> Every middle school will participate in the 8th grade portfolio review process	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Fine Arts	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Materials and supplies 199 PIC 99 - Undistributed \$7,845	<b>Summative</b>
	<b>June</b>

**Strategy 3: FINE ARTS:** Expand opportunities to showcase student performance and artwork across the district and city.

<p><b>Strategy's Expected Result/Impact:</b> 90% of students art work exhibited at the Secondary Spring Show (AYAM) and Geocache Scavenger Hunt; 90% of students participate at Don Coleman Coliseum art auction</p> <p><b>Staff Responsible for Monitoring:</b> Director of Fine Arts</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Materials and supplies 199 PIC 99 - Undistributed \$9,078</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4: HEALTH FITNESS:** Provide more opportunities for student engagement and school connectedness by expanding the cheerleading squads to include 9th grade boys and girls

<p><b>Strategy's Expected Result/Impact:</b> All high schools will add freshmen to their JV cheerleading squads.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Health Fitness</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Cheerleading Legal Issues Training 199 PIC 99 - Undistributed \$7,638</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5: PRE-KINDERGARTEN:** Increase a family's ability to support student achievement by providing access to the Ready Rosie parent engagement application and Istation Home, high quality software to enhance the home learning experience - Circle Progress Monitoring.

<b>Strategy's Expected Result/Impact:</b> Increase Ready Rosie Parent Usage rates. Istation Home - establish baseline 2020-2021  2019-2020 - No data Covid 2018-2019 - 1017 families	<b>Formative</b>
	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Director of Pre-Kindergarten	<b>Jan</b>
	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None  <b>Problem Statements:</b> None  <b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 6: SCIENCE/STEM:** Expand opportunities for elementary-aged students to explore STEM career fields

<b>Strategy's Expected Result/Impact:</b> Hold Girlstart, STEM Conference, and STEM Fair events	<b>Formative</b>
	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Director of Science, Director of Educational Technology	<b>Jan</b>
	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None  <b>Problem Statements:</b> None  <b>Funding Sources:</b> Registration, hosting expenses 199 PIC 99 - Undistributed \$3,000	<b>Summative</b>
	<b>June</b>

**Strategy 7: ADVANCED ACADEMICS:** Design student enrichment experiences with summer camps: Heroes, CMA, and CIS that academically challenges and socially engages students

<p><b>Strategy's Expected Result/Impact:</b> Increase by 25% the number of students accepted to each summer camp program; 25% increase in student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academic Studies</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> GT Camps 199 PIC 21 - Gifted &amp; Talented \$5,000</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 8: STUDENT SUPPORTS:** Remove barriers to enrollment for homeless students by providing school of origin transportation, resources, tutorials, mentoring, and progress/attendance monitoring

<p><b>Strategy's Expected Result/Impact:</b> Academic success of students being served under the McKinney-Vento Act</p> <p><b>Staff Responsible for Monitoring:</b> Director of External Funding and Compliance</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Summer School Tuition, Summer Reading Program, School of Origin Transportation 211 - Title I, Part A \$100,000 Summer Reading Materials, School Supplies, Student Support Personnel 206 TEH20 McKinney Vento Grant \$126,544 School Supplies; Homeless Identification Training 289 THHYG - Texas Homeless Youth Grant \$56,987 School of Origin Transportation 289.RES19 - Restart Grant \$300,000</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2: COUNSELING:** 100% of 8th graders will have an informed four-year plan and 80% of 11th graders will have a preliminary post-secondary plan.

**Evaluation Data Sources:** Naviance Reports, Skyward Reports

<b>Strategy 1: COUNSELING:</b> SBISD will implement Course Planner at all Middle Schools and all 8th graders will complete a 4 Yr. Plan in Naviance	
<b>Strategy's Expected Result/Impact:</b> Naviance reports on completed 4 year plans for 8th grade students	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2: COUNSELING:</b> SBISD will develop a systematic course selection process aligned to students Programs of Study, endorsements, postsecondary aspirations.	
<b>Strategy's Expected Result/Impact:</b> Completed four-year plans recorded in Naviance Course Planner for each student; Course selection process which aligns courses with post-secondary preparation and careers	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3: COUNSELING:** The Guidance and Counseling Department will work with CTE, fine arts and other academic departments to develop materials that promote programs and courses that align with all district offered Programs of Study.

<p><b>Strategy's Expected Result/Impact:</b> Piloted college career course in middle school; Materials developed to market program opportunities at each campus and the course selection process; Evidence of student planning process in Skyward</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4: COUNSELING:** 100% of Juniors will complete a preliminary post-secondary plan by the end of the school year.

<p><b>Strategy's Expected Result/Impact:</b> Completed preliminary post-secondary plan recorded in Naviance for every junior-level student</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3: COUNSELING/STUDENT SUPPORT:** SBISD will increase staff and parent efficacy around mental health awareness and student support through ongoing professional learning.

**Evaluation Data Sources:** Community partnerships; Training materials; Staff and parent professional development opportunities

<b>Strategy 1: COUNSELING/STUDENT SUPPORT:</b> A Mental Health Resource Guide will be developed for campuses and a Mental Health Newsletter Series will be created and disseminated to the parents and community	
<b>Strategy's Expected Result/Impact:</b> Published Mental Health Resource Guide ; Mental Health Newsletters published and disseminated every 6 to 9 weeks.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Character Strong 289 - Title IV, Part A \$53,000	<b>Summative</b>
	<b>June</b>
<b>Strategy 2: COUNSELING/STUDENT SUPPORT:</b> The Guidance and Counseling Department, in partnership with health and wellness departments, will host a Mental Health and Wellness Fair for the SBISD community	
<b>Strategy's Expected Result/Impact:</b> Increased awareness of mental health needs and connect staff, parents and the community to local mental health supports and resources	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Project Class 289 - Title IV, Part A \$90,000	<b>Summative</b>
	<b>June</b>

**Strategy 3: COUNSELING/STUDENT SUPPORT:** Trauma training will be provided to counselors who will train campus staff at the beginning of the year and also provide mental health supports to students who have experienced trauma.

<p><b>Strategy's Expected Result/Impact:</b> Increased efficacy of counselors regarding their skills in supporting students experiencing mental health needs related to trauma;</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4: COUNSELING/STUDENT SUPPORT:** An SEL re-entry plan will be developed and utilized at each campus to support student and staff re-entry into the district after COVID closure.

<p><b>Strategy's Expected Result/Impact:</b> Increased resiliency and emotional stability of staff and students as they transition into the academic setting after COVID closure.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5: COUNSELING/STUDENT SUPPORT:** In partnership with safety and security and other mental health partners, the Guidance and counseling department will develop and implement a virtual suicide/crisis protocol

<p><b>Strategy's Expected Result/Impact:</b> Development and implementation of a process and protocol for campuses to follow when they encounter students in crisis or students threatening suicide</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 6: COUNSELING/STUDENT SUPPORT:** SBISD will coordinate with CIS, CYS, and other social service and mental health providers to ensure that the social-emotional needs of students are addressed at each school

<p><b>Strategy's Expected Result/Impact:</b> Ensure MOU agreements between SBISD and partnering organizations align with current needs of SBISD students and review annual reports from partnering organizations for demonstrated impact</p>	<b>Formative</b>
<p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling</p>	<b>Nov</b>
<p><b>Title I Schoolwide Elements:</b> None</p>	<b>Jan</b>
<p><b>Problem Statements:</b> None</p>	<b>Mar</b>
<p><b>Funding Sources:</b> CIS 211 - Title I, Part A \$2,297,181</p>	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 4: SYSTEM OF CARE:** 100% of campuses will implement Positive Behavioral Intervention Strategies to support the needs of students exhibiting at-risk behavior and tier 1, 2 and 3 behaviors.

**Evaluation Data Sources:** Training materials, requests for services, training rosters, menu of services requests/data by campus

<b>Strategy 1: SYSTEM OF CARE: Provide year-long Positive Behavior Intervention Supports (PBIS) implementation at six campuses.</b>	
<b>Strategy's Expected Result/Impact:</b> Increase staff knowledge and usage of PBIS strategies; Decrease the number of students being removed from first-line instruction due to office referral or suspension; Decrease number student assigned to the DAEP for discretionary placement	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support; Coordinator of System of Care; Care Coaches	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b>	<b>Summative</b>
None	<b>June</b>
<b>Strategy 2: SYSTEM OF CARE: Implement a System of Care online request process to inform training and campus support decisions</b>	
<b>Strategy's Expected Result/Impact:</b> Increased alignment of campus and students supports due to data driven , informed decisions based on requests	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support; Coordinator of System of Care; Care Coaches	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b>	<b>Summative</b>
Restorative Practices prof dev 289 - Title IV, Part A \$24,000	<b>June</b>

**Strategy 3: SYSTEM OF CARE:** Facilitate targeted Campus Behavior Team training and support for elementary campuses in grades K-2

<b>Strategy's Expected Result/Impact:</b> Increased teacher efficacy in management of students with behavioral challenges	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support; Coordinator of System of Care; Care Coaches	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 4: SYSTEM OF CARE:** Provide a multi-tiered system of supports for students who transition into the ESSP program and partner to facilitate a restorative practice protocol upon return

<b>Strategy's Expected Result/Impact:</b> Increased partnerships between school teams and Care Coaches to ensure staff training needs are met and student BIPs are implemented with fidelity	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support; Coordinator of System of Care; Care Coaches	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 5: SYSTEM OF CARE:** Provide students who have a "first time" alcohol and marijuana code of conduct violation with an intervention program with optional follow-up for additional support services

<b>Strategy's Expected Result/Impact:</b> Decrease number of students placed at DAEP for drug/alcohol violations	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Counseling and Student Support; Coordinator of System of Care; AMP Facilitator	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> AMP 289 - Title IV, Part A \$120,000	<b>Summative</b>
	<b>June</b>

**Strategy 6: SYSTEM OF CARE:** Partner with the Council on Recovery to support AMP students and high school campuses with substance use supports and groups

**Strategy's Expected Result/Impact:** Decrease in the recidivism of student use leading to DAEP placement after completing AMP

**Staff Responsible for Monitoring:** Director of Counseling and Student Support; Coordinator of Counseling; AMP Facilitator

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 7: SYSTEM OF CARE:** Partner with the Council on Recovery to provide staff and parent training and support related to alcohol, marijuana, and substance use

**Strategy's Expected Result/Impact:** Increase the wrap-around supports between school , home and community for students struggling with alcohol and substance use

**Staff Responsible for Monitoring:** Director of Counseling and Student Support; Coordinator of System of Care; AMP Facilitator

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 5: SPECIAL EDUCATION:** Implement plan to transition more students who are in a Structured Behavior Support (AB program) classroom to a more inclusive setting (PASS program).

**Evaluation Data Sources:** Special Education ARD data available in SuccessEd;  
2020-2021: Establish baseline data

<b>Strategy 1: AB/PASS UNITS:</b> Train and support all deans and teachers who provide instruction in the SBS units on essential components of structured behavioral support and strategies that support inclusive practices.	
<b>Strategy's Expected Result/Impact:</b> Behavioral progress notes will be reviewed during monthly meetings with Coordinator, Facilitator, Dean and Teachers.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Special Education	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2: SPECIAL EDUCATION:</b> Provide behavior support to campuses for students with disabilities and their families throughout the year	
<b>Strategy's Expected Result/Impact:</b> Improved classroom management techniques for all students, especially those with Behavior Intervention Plans	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Special Education	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 6: DYSLEXIA:** Increase the number of students identified to receive dyslexia services in grades K & 1 and LEP students by 20%

**Evaluation Data Sources:** Skyward data:

2020: 43 K-1 and 186 LEP students served out of 1011 dyslexia students

2019: 21 K-1 and 151 LEP students served out of 981 dyslexia students

2018: 15 K-1 and 154 LEP students served out of 915 dyslexia students

<b>Strategy 1:</b> Train elementary teachers and administrators on identifying signs of dyslexia and dyslexia screening protocols, especially among our bilingual student population.	
<b>Strategy's Expected Result/Impact:</b> Increase in data-informed dyslexia referrals coming from the SSC process	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Lead Dyslexia Intervention Specialist	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Incorporate early identification for dyslexia into Student Support Committee (SSC) data collection and analysis processes	
<b>Strategy's Expected Result/Impact:</b> Increase in data-informed dyslexia referrals coming from the SSC process	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Intervention Services, Lead Dyslexia Intervention Specialist	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Revise implementation and monitor processes for Dyslexia screening for students in grades K & 1 at all elementary schools and provide campus trainings and support.

<p><b>Strategy's Expected Result/Impact:</b> Effective screening and appropriate interventions in place for K-1 students; Data on screening and intervention will be entered into Skyward.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Intervention Services; Lead Dyslexia Intervention Specialist</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Ensure collaboration occurs quarterly among Humanities, Special Education, Dyslexia, Multilingual, and campus teams to improve identification processes for bilingual students.

<p><b>Strategy's Expected Result/Impact:</b> Increase the number of bilingual and LEP students identified for dyslexia testing and qualifying for dyslexia services.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Support Services, Executive Director of Academic Services</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 7: MENTORING PROGRAMS:** Establish at least 150 new mentor matches by June, 2021.

**Evaluation Data Sources:** Mentor Recruitment and Training Evaluations, Mentor Match Database, Year -End Mentor and Mentee Surveys

<b>Strategy 1:</b> Update and upgrade SpringBoard Mentoring Program marketing, training and recruitment materials and strategies	
<b>Strategy's Expected Result/Impact:</b> Expanded Number of Partners, Evaluations for Mentor Trainings, and Number of Mentors Trained	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Community Services and Mentoring Programs	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Develop and Implement Mentoring Programs Communications Plan to better inform, support and guide mentors	
<b>Strategy's Expected Result/Impact:</b> New Mentoring Matters Newsletter, Mentoring Presence in Top Ten and District Social Media, Mentor Match Outcomes	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Community Services and Mentoring Programs	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 3:</b> Expand resources and experiences for mentor and mentee matches to strengthen relationships	
<b>Strategy's Expected Result/Impact:</b> Mentor Program Field Trips, Resources, Mentor U Experiences	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Community Services and Mentoring Programs	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 8: TUTORING PROGRAMS: Develop and Implement ReadSBISD Tutoring Program**

**Evaluation Data Sources:** Tutee Reading Data, Tutor Formative and Summative Evaluations

<b>Strategy 1: Develop centrally-supported Second Grade Reading Tutoring Program Model</b>	
<b>Strategy's Expected Result/Impact:</b> Tutor Training Manual and Training Model	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships and Volunteer Programs	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2: Pilot Second Grade Reading Tutoring Program, and based on success of pilot expand to all schools with current tutoring programs in place</b>	
<b>Strategy's Expected Result/Impact:</b> Student Reading Data, Tutor evaluations, Tutee pre- and post-evaluations, number of schools and students served	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships and Volunteer Programs	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Goal 4: SAFE SCHOOLS.** Every SBISD school and facility will ensure a safe and orderly environment.

**Performance Objective 1: CAMPUS SAFETY COMMITTEE:** Establish Campus Safety Committees on each campus.

**Evaluation Data Sources:** Campus Safety Committee rosters from each campus.

<b>Strategy 1:</b> Establish Campus Safety Committees on each campus composed of a cross section of stake holders to look at matters related to campus safety	
<b>Strategy's Expected Result/Impact:</b> Each Campus principal will recruit a safety team and provide a roster; Each campus team will meet three times/year so that all campuses will be able to refine safety practices	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Associate Superintendent of Administration, Director of Safety and Security	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Supplies and Materials 289 - Title IV, Part A \$20,000	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Inform principals via e-mail and presentation that campus safety committees will be required on each campus	
<b>Strategy's Expected Result/Impact:</b> 100% of schools will have an established safety committee	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Safety and Security	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

<b>Strategy 3:</b> Collaborate with district departments to address safety needs as they occur on individual campuses	
<b>Strategy's Expected Result/Impact:</b> Each responsible department will address safety needs in a timely manner for each individual campus	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Safety and Security; Principals	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 4:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit	
<b>Strategy's Expected Result/Impact:</b> 100% of campuses will develop action plans to address deficiency as a result of safety audits	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Police Chief, Director of Safety and Security, Safety and Risk Manager	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 2:** DISTRICT SAFETY COMMITTEE: In compliance with Senate Bill 11, establish a District level safety committee that will consider safety issues throughout the district.

**Evaluation Data Sources:** District Safety Committee Roster and minutes from meetings.

<b>Strategy 1:</b> Develop a District Safety Committee comprised of district stake holders and emergency responders as required by SB 11	
<b>Strategy's Expected Result/Impact:</b> Maintain committee roster in the District Emergency Operation Plan; meet at least 3 times per year	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Chief of Police	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Develop and refine procedures for small and large scale emergencies	
<b>Strategy's Expected Result/Impact:</b> Procedures documented in EOP	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Chief of Police	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3:** The District Safety Committee will review findings from the HCDE school safety audits

<b>Strategy's Expected Result/Impact:</b> Address areas of need as a result of campus safety audits	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Chief of Police, Director of Safety and Security, Safety and Risk Manager	
<b>Title I Schoolwide Elements:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Develop new partnerships or streamline existing partnerships with community and county emergency organizations to ensure inter-agency cooperation in the event of a large-scale emergency

<b>Strategy's Expected Result/Impact:</b> Regularly meet with partners; procedures documented in EOP	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Chief of Police	
<b>Title I Schoolwide Elements:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 3: EMERGENCY OPERATIONS:** Develop District and Campus Emergency Operations Procedures that comply with SB 11, and include Standard Operating Procedures for all campuses and departments.

**Evaluation Data Sources:** District and campus emergency operation procedures documents for each campus.

<b>Strategy 1:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation	
<b>Strategy's Expected Result/Impact:</b> All campus EOPs turned in and filed by September 1st	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Chief of Police, Safety and Risk Manager	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Update campus EOPs annually and train staff at the start of each school year	
<b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs; staff training documents maintained; EOPs submitted by September 1st	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principals, safety officers, campus safety committees	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

<b>Strategy 3: Collect and verify that each campus has developed and submitted Campus EOPs</b>	
<b>Strategy's Expected Result/Impact:</b> 100% of campus EOPs are filed and reviewed	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Safety and Security	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 4: Develop, train, and communicate District-level Emergency Operations Procedures and annexes</b>	
<b>Strategy's Expected Result/Impact:</b> Standard operating procedures will allow individuals to function effectively during emergency situations	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Chief of Police Director of Safety and Security	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Professional Development 289 - Title IV, Part A \$15,000	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 4: REUNIFICATION:** Refine procedures for reunification and communication during significant emergency events that require relocation and/or trauma support.

**Evaluation Data Sources:** Raptor pilot implementation results, reunification procedures booklets and instructions, and contract with Black Swan.

<b>Strategy 1:</b> Develop reunification procedures that align with best practices as outlined by the Texas School Safety Center and the I Love You Guys Foundation	
<p><b>Strategy's Expected Result/Impact:</b> Written reunification procedures and assignments for departments such as Technology, Transportation, Food Services, etc. Communications Department updated crisis communications plan and templates for major and minor crisis situations</p> <p><b>Staff Responsible for Monitoring:</b> Director of Athletics</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Conduct reunification drill during the fall semester and complete an "after action review"	
<p><b>Strategy's Expected Result/Impact:</b> Refine reunification drill procedures if needed</p> <p><b>Staff Responsible for Monitoring:</b> Director of Athletics</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

<b>Strategy 3: Use Raptor Technologies to facilitate the reunification process</b>	
<b>Strategy's Expected Result/Impact:</b> Conduct reunification drill to pilot and test feasibility of the Raptor system	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Athletics	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 4: Contract with Black Swan Emergency Management to support emergency response efforts</b>	
<b>Strategy's Expected Result/Impact:</b> Approved contract; written procedures established	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Associate Superintendent for Community Relations	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 5: Update and refine SBISD Crisis Communications plan, to include Black Swan and an expanded database of crisis communications templates</b>	
<b>Strategy's Expected Result/Impact:</b> SBISD Crisis Communications Plan	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director for Communications	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Attend standard response protocol training

**Strategy's Expected Result/Impact:** Refine reunification drills

**Staff Responsible for Monitoring:** Director of Safety and Security

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**

Professional Development 289 - Title IV, Part A \$15,000

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 5: PARTNERSHIPS.** SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

**Performance Objective 1: FAMILY E3:** Implement the SBISD Family Education, Engagement and Empowerment (E3) Framework.

**Evaluation Data Sources:** 1. Campus Improvement Plans 2. Parent U Events 3. Professional Development Offerings 4. Updated PIQE Curriculum 5. Translation and Interpretation Data 6. Panorama Surveys

<b>Strategy 1: Develop and Implement Branding and Communications Plan for Family E3</b>	
<b>Strategy's Expected Result/Impact:</b> Family E3 Marketing Materials, Communications Plan	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assoc. Superintendent for Community Relations	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Personnel, Materials 211 - Title I, Part A \$50,000 Personnel, Materials 255 - Title II, Part A \$12,000	<b>Summative</b>
	<b>June</b>
<b>Strategy 2: Implement SBISD Translation Policy</b>	
<b>Strategy's Expected Result/Impact:</b> Translation and Interpretation Equipment Check out Logs/ Translations/ Parent Communication	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assoc. Superintendent for Community Relations	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

<b>Strategy 3: Increase Educator Capacity to Support Family E3 implementation at the campus and district levels</b>	
<b>Strategy's Expected Result/Impact:</b> Professional Development Opportunities	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assoc. Superintendent for Community Relations	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Personnel, Materials 255 - Title II, Part A \$12,000 Personnel, Materials 211 - Title I, Part A \$50,000	<b>Summative</b>
	<b>June</b>
<b>Strategy 4: Embed Share a Smile Customer Service Framework within Family E3</b>	
<b>Strategy's Expected Result/Impact:</b> Customer Service Conferences, E3 Commitments in offices across district	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assoc. Superintendent for Community Relations	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 5: Conduct Feedback and Listening Sessions to understand and develop E3 strategic response to family needs and expand Panorama response rates</b>	
<b>Strategy's Expected Result/Impact:</b> Listening Session sign in sheets, evaluations and evidence of feedback shared	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assoc. Superintendent for Community Relations	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Personnel, Materials 255 - Title II, Part A \$12,000 Personnel, Materials 211 - Title I, Part A \$50,000	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Provide Parent U events to grow and develop parent capacity to support their children's academic and social and emotional development

<b>Strategy's Expected Result/Impact:</b> Parent U attendance and evaluation data	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assoc. Superintendent for Community Relations	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Personnel, Materials 211 - Title I, Part A \$50,000 Personnel, Materials 255 - Title II, Part A \$12,000	<b>Summative</b>
	<b>June</b>

**Strategy 7:** Implement Latino Family Literacy Project and Technology Academies

<b>Strategy's Expected Result/Impact:</b> Attendance and evaluation data	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assoc. Superintendent for Community Relations	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 8:** Develop and launch Family Literacy Program and related materials targeting parents/guardians of primary grades and plan for implementation

<b>Strategy's Expected Result/Impact:</b> 18-month Plan Reading with Your Child Resources developed and disseminated	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assoc. Superintendent for Community Relations	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Personnel, Materials 211 - Title I, Part A \$50,000 Personnel, Materials 255 - Title II, Part A \$12,000	<b>Summative</b>
	<b>June</b>

**Strategy 9:** Develop implementation plan for FLIP Family literacy initiative

**Strategy's Expected Result/Impact:** FLIP Model branded for SBISD and implemented at one or more SBISD elementary campuses

**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteer Programs

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2: SPECIAL EDUCATION:** By May, 2021, the Special Education Department will offer at least 5 opportunities for parents of students in Special Education to be involved in family engagement activities with the Special Education Department

**Evaluation Data Sources:** Attendance, feedback of staff and families

<b>Strategy 1: SPECIAL EDUCATION:</b> Provide parents an opportunity to discuss virtual instruction for special education programs through Zoom meetings. If possible, invite parents to Parent U opportunities.	
<b>Strategy's Expected Result/Impact:</b> Increase engagement and satisfaction of parents, Family E3 Marketing Materials	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Special Education	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2: SPECIAL EDUCATION:</b> Provide a minimum of two opportunities for parents to attend a meetings focus on COVID-19 issues related to services and distance learning.	
<b>Strategy's Expected Result/Impact:</b> Increase engagement and satisfaction of parents	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Special Education	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 3: PARTNERSHIP ENGAGEMENT:** Refine strategy for partnership engagement, monitoring and networking to increase the number of Good Neighbors and meet at least 75% of campus needs identified in annual campus needs collection process.

**Evaluation Data Sources:** 1. Class of 2020 Good Neighbor size and strategic activities, 2. Number type and impact of new partnerships

<b>Strategy 1:</b> Develop new model of partner convenings to update/refine Partners in Education and Volunteer Advisory Board model	
<b>Strategy's Expected Result/Impact:</b> New Model Developed and Presented to PIE and VAB for approval	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships and Volunteers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Establish 18-month cycle for partnership convenings	
<b>Strategy's Expected Result/Impact:</b> Calendar Developed, Convenings Held, Evaluations Received	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships and Volunteers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

<b>Strategy 3: Expand campus-based partnership convenings</b>	
<b>Strategy's Expected Result/Impact:</b> Trainings held, Convenings Held	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships and Volunteers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 4: Establish a Key Communicator Framework and Membership Model</b>	
<b>Strategy's Expected Result/Impact:</b> Framework Developed and Implemented	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships and Volunteers, Communications Director	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 5: Update Good Neighbor Brand, Marketing Strategy and Communications Plan</b>	
<b>Strategy's Expected Result/Impact:</b> Good Neighbors	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships and Volunteers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 6: Establish Good Neighbor Advisory Council**

<b>Strategy's Expected Result/Impact:</b> Good Neighbor Advisory Council Framework Developed, Meetings Held	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships and Volunteers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 7: Conduct Campus interviews to develop camps needs database and responsive partnership outreach plan**

<b>Strategy's Expected Result/Impact:</b> Meeting schedule, database developed, needs monitored and met	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships and Volunteers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 4: COMMUNITY LITERACY PARTNERSHIPS:** Expand community partnerships to support the district's literacy initiative.

**Evaluation Data Sources:** Number and Type of new partnerships, student reading data

<b>Strategy 1:</b> Expand programming in partnership with the Barbara Bush Houston Literacy Foundation	
<b>Strategy's Expected Result/Impact:</b> Reading RoundUp Implemented at 3 or more SBISD Schools	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships and Volunteers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Personnel, Materials 289 - Title IV, Part A \$50,000	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Develop partnership with the Houston Public Library	
<b>Strategy's Expected Result/Impact:</b> MOU developed, evidence of new programs implemented, student reading data	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships and Volunteers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Investigate opportunities for Learning Together Peer Reading Programs to be re-introduced in SBISD to support struggling readers

<p><b>Strategy's Expected Result/Impact:</b> Meet with internal leaders to determine the need; Assess the capacity to support the program on a campus; Pilot if appropriate</p>	<b>Formative</b>
<p><b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships and Volunteers</p>	<b>Nov</b>
<p><b>Title I Schoolwide Elements:</b> None</p>	<b>Jan</b>
<p><b>Problem Statements:</b> None</p>	<b>Mar</b>
<p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 5:** BOARD OF TRUSTEES COMMUNITY LEADERSHIP DEVELOPMENT PROGRAM: Board of Trustees Community Leadership Development Program Implemented by January 2020 with full membership roster of 28.

**Evaluation Data Sources:** 1. Program Developed and implemented 2. Roster of Cohort I Membership 3. Monthly Program Agendas and Evaluations

<b>Strategy 1:</b> Develop Program Model for new Board of Trustees-led Community Leadership Development Program including Guiding Principles, Calendar and Communications Plan	
<b>Strategy's Expected Result/Impact:</b> Board Approval of Guiding Principles, Calendar and Communications Plan	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assoc. Superintendent for Community Relations	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Implement Communications and Marketing Plan to promote Program applications, and conduct membership lottery by middle school feeder pattern	
<b>Strategy's Expected Result/Impact:</b> Number of Applications, Board Approval of Roster	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assoc. Superintendent for Community Relations	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3: Plan and Implement Program Sessions for Spring 2020**

**Strategy's Expected Result/Impact:** Meetings agendas and evaluations

**Staff Responsible for Monitoring:** Assoc. Superintendent for Community Relations

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 6: TALENT STRATEGY.** SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

**Performance Objective 1: RECRUITMENT:** Recruitment plan focused on increasing the number of qualified applicants for teaching that reflects the diversity of our student demographics.

**Evaluation Data Sources:** Talent data on applicants, turnover, recruitment, professional learning, mentoring and onboarding evaluations

<b>Strategy 1:</b> Recruitment efforts designed to attract a diverse instructional and non-instructional staff by building university, ACP and business partnerships	
<p><b>Strategy's Expected Result/Impact:</b> Analyze data to show improved processing time in hiring candidates to fill vacancies. Participate in recruiting events with various ACPs and universities in-state and out of state. Expanded partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Talent &amp; Support Services</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Attend job fairs, participating in panel discussions and by researching, advertising and marketing SBISD through multiple venues to attract quality candidates.	
<p><b>Strategy's Expected Result/Impact:</b> Increase the number of qualified applicants</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Talent &amp; Support Services Recruiters</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Recruitment 255 - Title II, Part A \$35,000</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Train administrators regarding district compensation plan on how to communicate and respond to their employees.

<b>Strategy's Expected Result/Impact:</b> Competitive compensation and benefits to attract staff	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Talent Director of Personnel Services	
<b>Title I Schoolwide Elements:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

**Strategy 4:** Design and market clear career pathways and opportunities based on competencies.

<b>Strategy's Expected Result/Impact:</b> Align career pathways through job descriptions and competency maps	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Talent Directors of Talent & Support Services	
<b>Title I Schoolwide Elements:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

**Strategy 5:** Monitor salaries and benefit packages of surrounding districts to ensure the district's compensation and benefits offerings remain competitive.

<b>Strategy's Expected Result/Impact:</b> Competitive compensation and benefits to attract staff	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Talent Director of Personnel Services	
<b>Title I Schoolwide Elements:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2: DEVELOPMENT:** Develop staff through professional learning opportunities aligned with competencies.

**Evaluation Data Sources:** Professional learning data, talent data and surveys

<b>Strategy 1:</b> Collaborate with Academics and Administration to develop and design high-quality and personalized professional development.	
<p><b>Strategy's Expected Result/Impact:</b> Data that reflects employees increased participation, satisfaction and requests for on-going personalized professional learning</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Administration &amp; Talent Executive Director of Talent Directors of Talent &amp; Support Services Community Superintendents</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Formative</b></p>
	<p><b>Nov</b></p>
	<p><b>Jan</b></p>
	<p><b>Mar</b></p>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	<p><b>Summative</b></p>
	<p><b>June</b></p>
<p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>	

**Performance Objective 3: RETENTION:** Retention efforts focus on providing high quality professional learning aligned to competencies through job-embedded experiences for both administrators and staff, a strong mentoring program, flexible staffing, and competitive salary structure.

**Evaluation Data Sources:** Talent data, professional learning data and surveys.

<b>Strategy 1:</b> Focus retention efforts by continue professional learning opportunities for teachers and administrator through New Teacher Academy, Mentoring program, OC-TX, Job-embedded AP development program, Best Practices Series for Leaders continues.	
<b>Strategy's Expected Result/Impact:</b> Less teacher turnover	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director Directors of Talent & Support Services Facilitator of Induction and Retention	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Mentor Facilitator 255 - Title II, Part A \$60,374	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Provide flexible staffing to campus leaders by continuing to offer the OC-TX model.	
<b>Strategy's Expected Result/Impact:</b> Flexible staffing plans to meet campus needs	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Talent Directors of Talent & Support Services Staffing Officer	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

<b>Strategy 3:</b> Rebuild the mentoring program for teachers by providing quality professional learning, observation time and coaching.	
<b>Strategy's Expected Result/Impact:</b> Training records and increased retention rate	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Talent Directors of Talent & Support Services Facilitator of Induction and Retention	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 4:</b> Build and support administrators' capacity to provide meaningful coaching and feedback for employees in efforts to impact and improve retention	
<b>Strategy's Expected Result/Impact:</b> Increase retention	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Associate Superintendent of Administration & Talent Executive Director Community Superintendents	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 5:</b> READING/ELA (K-5): Support teachers in their implementation of Units of Study by providing Literacy Instructional Specialists to deliver on-site coaching	
<b>Strategy's Expected Result/Impact:</b> Increase retention of elementary ELA teachers	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Humanities K-5	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 6: SCIENCE:** Provide teacher leadership and science content knowledge training through Elementary Science Institute and Secondary Science Lead Teacher Cohort

<b>Strategy's Expected Result/Impact:</b> Increase retention of science teachers	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Science	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Professional development and resources 199 PIC 99 - Undistributed \$6,000	<b>Summative</b>
	<b>June</b>

**Strategy 7: MULTILINGUAL:** Support teachers who seek ESL or bilingual certification by providing study sessions in preparation for state certification exam

<b>Strategy's Expected Result/Impact:</b> Increase the number of teachers completing ESL certification exam	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Multilingual	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4: ONBOARDING:** Onboarding efforts focus on providing all new employees an understanding of SBISD's culture, mission and Core Values through a robust orientation and continued job-embedded experiences.

**Evaluation Data Sources:** Talent data, staff development data and surveys

<b>Strategy 1:</b> Onboarding process to increase employee engagement through beginning and mid-year district hire orientation.	
<b>Strategy's Expected Result/Impact:</b> Review and analyze surveys, talent and professional learning data	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Directors' of Talent & Support Services	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Provide job-embedded experiences through campus/department engagement.	
<b>Strategy's Expected Result/Impact:</b> Needs assessment through survey and direct contact with campus/department leaders. Campus/Dept Onboarding handbook	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Directors' of Talent & Support Services Campus/Dept. Administrators Community Superintendents	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Provide job-embedded experiences through an understanding of performance management through competency maps.

<b>Strategy's Expected Result/Impact:</b> Refine competency maps. Data on performance management	<b>Formative</b>
	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Talent Directors of Talent & Support Services Manager of Special Project	<b>Jan</b>
	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 4:** Provide job-embedded experiences through participation in district initiatives and events.

<b>Strategy's Expected Result/Impact:</b> Job-embedded experiences through departments. Analyze data on the participation in the district initiative and events	<b>Formative</b>
	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Talent Directors of Talent & Support Services Manager of Special Projects	<b>Jan</b>
	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 5: INSTRUCTIONAL LEADERSHIP DEVELOPMENT:** Increase opportunities for high quality training, mentoring, and leadership.

**Evaluation Data Sources:** Number of internal applicants selected for leadership positions.

<b>Strategy 1:</b> Provide professional development on instructional leadership and creating strong Professional Learning Communities at principal and AP meetings, Leadership U, and summer conferences.	
<b>Strategy's Expected Result/Impact:</b> Increase the number of internal applicants selected for leadership positions	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Associate Superintendent of Academics Associate Superintendent of Administration and Talent Community Superintendents	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Convene a Leadership Development Continuum Committee to design a multi-year plan to grow-our-own administrators.	
<b>Strategy's Expected Result/Impact:</b> Create an aspiring principal timeline of experiences	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Associate Superintendent of Academics Associate Superintendent of Administration and Talent Community Superintendents	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 6: ORGANIZATIONAL CULTURE:** Establish new baseline for expectations of organizational culture based on SBISD Core Values and expand core values presence and artifacts across the system.

**Evaluation Data Sources:** 1. Personality Insights "Puzzles" on desks of all district leaders. 2. Training Sessions Held 3. Culture Expectations Articulated

<b>Strategy 1:</b> Provide Personality Insights assessment and training with Senior Staff and district central office leadership team.	
<b>Strategy's Expected Result/Impact:</b> Future-Focused Culture expectations articulated, Culture Team re-configured, implementation plan developed, measurement strategy for assessment	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Superintendent of Schools Associate Superintendent for Community Relations	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Develop onboarding framework to support articulated desired organizational culture.	
<b>Strategy's Expected Result/Impact:</b> Onboarding Framework developed	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Superintendent of Schools	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3: Provide Core Values Branding and Marketing Resources for Campuses.**

<b>Strategy's Expected Result/Impact:</b> Core Values "Swag" in place on campuses	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Communications Director	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 7: XTRA CREDIT: Expand XTRA CREDIT Partnerships and both XTRA CREDIT and XTRAXTRA CREDIT employee perks offerings**

**Evaluation Data Sources:** Xtra Credit Offerings

<b>Strategy 1: Develop and Implement Xtra Credit Marketing Plan</b>	
<b>Strategy's Expected Result/Impact:</b> Number and quality of Xtra Credit offerings	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships and Volunteer Programs	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2: Expand Employee awareness of Xtra Credit and XtraXtra Credit offerings</b>	
<b>Strategy's Expected Result/Impact:</b> Number and quality of Xtra Credit offerings	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Coordinator for Strategic Partnerships and Volunteer Programs	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Goal 7: FISCAL RESPONSIBILITY.** SBISD will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

**Evaluation Data Sources:** FIRST Report, Annual Audit

<b>Strategy 1: Maintain an "A" superior rating in Financial integrity Rating System of Texas</b>		
<b>Strategy's Expected Result/Impact:</b> School FIRST Rating - Aug 2021 and Annual Audit.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CFO & Controller		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Strategy 2: Continue to maintain an unmodified opinion for the district's annual external audit report</b>		
<b>Strategy's Expected Result/Impact:</b> Clean Opinion on annual audit		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Accounting Controller		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 2: BOND PROGRAM:** Effectively manage bond program finances.

**Evaluation Data Sources:** Bond Transcripts, Rating reports, Post issuance compliance worksheets, FIP reports

<b>Strategy 1:</b> Structure bond sales in order to minimize scheduled P & I payments and True interest cost - TIC		
<b>Strategy's Expected Result/Impact:</b> Bond Sales according to established timeline and projected bond progress		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CFO & Controller		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Maintain underlying unenhanced bond ratings of AA by S & P and Aa1 by Moody's		
<b>Strategy's Expected Result/Impact:</b> S & P - AA rating and Moody's Aa1 ratings.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CFO & Controller		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Strategy 3:</b> Meet all post issuance compliance & continuing disclosure requirements		
<b>Strategy's Expected Result/Impact:</b> S & P - AA rating and Moody's Aa1 ratings. Post issuance compliance worksheets		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CFO & Controller		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 4:** Provide timely funding & effective financial reports for capital expenditure projects to facilitate timely completion of projects

**Strategy's Expected Result/Impact:** FIP Report

**Staff Responsible for Monitoring:** CFO & Controller

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3: OPERATING BUDGETS:** Develop and monitor annual operating budgets that support T-2-4 initiatives.

**Evaluation Data Sources:** Budget Status Reports, Original Budget, & Final Amended Budget

<b>Strategy 1:</b> Budget development based on Board of Trustee's Goals and District Priorities.	
<b>Strategy's Expected Result/Impact:</b> Adoption of the fiscal budget to meet the Board of Trustee's Goals	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CFO, Controller & Budget Accountant	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Align Modified Zero Based Budgeting presentations to T-2-4 needs with budget request and enrollment	
<b>Strategy's Expected Result/Impact:</b> Adoption of fiscal budget to meet instructional needs	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CFO, Controller & Budget Accountant	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 3:</b> Monitor revenue & expenditures by preparing the monthly Budget Status Report	
<b>Strategy's Expected Result/Impact:</b> Approval of the Budget Status Report by the Board of Trustees	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CFO, Controller & Budget Accountant	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 4: Monitor PEIMS student data to ensure the District is maximizing state funding**

<b>Strategy's Expected Result/Impact:</b> Summary of Finance Report - TEA	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CFO, Controller, Budget Accountant & Finance & Business Analyst	
<b>Title I Schoolwide Elements:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5: Monitor state legislature to anticipate funding concerns**

<b>Strategy's Expected Result/Impact:</b> Adjusting budget to align with legislation	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CFO, Controller & Budget Accountant	
<b>Title I Schoolwide Elements:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 4: TECHNOLOGY BOND PROJECT:** Effective and efficient operations implementation of Technology Bond Project.

**Evaluation Data Sources:** Bond Oversight Reports, KACE Tickets, Spreadsheets, Inventory Reports

<b>Strategy 1:</b> Provide student devices to elementary schools.	
<b>Strategy's Expected Result/Impact:</b> 100% of elementary schools receive lifecycle refresh devices.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Manager of Bond Technology Bond Projects	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Miscellaneous contracted services 2017 Bond Funds \$7,752,000	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Ensure all district issued staff devices are less than five years old.	
<b>Strategy's Expected Result/Impact:</b> 100% of staff devices are less than five years old.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Manager of Bond Technology Bond Projects	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Miscellaneous contracted services 2017 Bond Funds \$11,220,000	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Extend network access while upgrading safety & security districtwide.

<p><b>Strategy's Expected Result/Impact:</b> 100% of secondary campuses with completed outdoor Wi-Fi coverage. On time/on-budget implementation of network firewall upgrade. On time/on-budget implementation of storage upgrade.</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Technology Ex. Director Manager of Bond Technology Bond Projects</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> Miscellaneous contracted services 2017 Bond Funds \$18,737,250</p>	<b>June</b>

**Strategy 4:** Upgrade Network & Infrastructure equipment districtwide.

<p><b>Strategy's Expected Result/Impact:</b> On time/on-budget implementation of switch upgrades. On time/on-budget implementation of wireless upgrades.</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Technology Ex. Director Manager of Bond Technology Bond Projects</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> Miscellaneous contracted services 2017 Bond Funds \$22,400,000</p>	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 5: IT OPERATIONS AND SYSTEMS:** Efficient and effective operations and IT systems.

**Evaluation Data Sources:** Bond Oversight Reports, KACE Tickets, Spreadsheets, Inventory Reports

<b>Strategy 1:</b> Tech services will meet 95% or greater of technology service ticket SLAs and have a satisfaction rating of 4.5 or greater on a 5-point scale.	
<b>Strategy's Expected Result/Impact:</b> 95% of tickets resolved within designated SLAs 4.5 or greater satisfaction rating	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Technology Ex. Director Directors	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Miscellaneous contracted services 199 PIC 99 - Undistributed \$61,000	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Implement districtwide cybersecurity professional development.	
<b>Strategy's Expected Result/Impact:</b> State certified cybersecurity professional development program. 100% completion by all employees and Board of Trustees by deadline.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Technology Ex. Director	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 6: DISTRICT COMMUNICATION:** Maintain effective, strategic two-way communication with all stakeholders

<b>Strategy 1:</b> Provide timely, accurate information regarding district operations for internal and external stakeholders	
<b>Strategy's Expected Result/Impact:</b> Communications Plan, Website Content, State of Schools	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Communications Director	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	