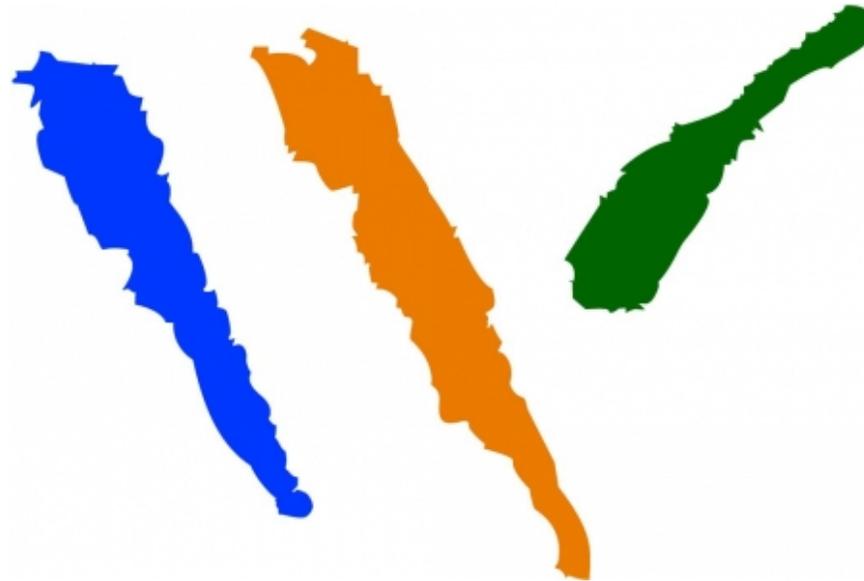


**Spring Branch Independent School District
Westchester Academy For International Studies
2021-2022 Campus Improvement Plan**



Mission Statement

Strengthening learners to be designers and contributors to a dynamic, intercultural community.

Vision

WAIS graduates will have the ability and confidence to be

**Critical and creative problem solvers
Compassionate communicators
Ethical decision makers
Globally self-aware**

Core Beliefs

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.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Goals

Goal 1: STUDENT ACHIEVEMENT. Every Westchester Academy For International Studies student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: POST-SECONDARY READINESS: By June 2022, at least 65% of Westchester Academy For International Studies students will perform at the postsecondary ready levels on SAT (480 in Evidence-Based Reading & Writing and 530 in Math) or ACT (composite score of 23 or higher; min 19 in English and Math) or TSIA-2 (351 in Reading, 350 in Math) or complete and earn credit for ELA/math through college prep courses.

2020-21: 62% performed at post-secondary readiness levels as defined by Texas Success Initiative

2019-20: 69% performed at post-secondary readiness levels as defined by Texas Success Initiative

Evaluation Data Sources: State Accountability Reports (Domain I CCMR)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure that all identified students in 9-12 have successfully created their College Board accounts and know how to access prep and practice features. Students will be provided time during advisory to access teachers and SAT/ACT preparation tools.</p> <p>Strategy's Expected Result/Impact: Students will be able to regularly access resources that will help them improve their scores.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure all teachers conference with students about IB courses and the pathways to college credit prior to course selection.</p> <p>Strategy's Expected Result/Impact: Increased understanding of how college credits are earned through IB and how they prepare students for college classes.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Counselors</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Offer after school opportunities to get PSAT practice and support utilizing resources connected to students' College Board accounts.</p> <p>Strategy's Expected Result/Impact: Improved PSAT scores.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p>	Formative		
	Oct	Jan	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide support to math and science 9-12 teachers, especially in IB level courses, to vertically align, to plan with understanding of individual students' needs, and perform ongoing checks for understanding through small group and individual conferencing.</p> <p>Strategy's Expected Result/Impact: Increase student preparedness for the Internal Assessments and IB exams.</p> <p>Staff Responsible for Monitoring: Director, Asst. Dir, IB DP Facilitator, MCL</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 199 PIC 24 - At Risk - \$25,000</p>	Formative		
	Oct	Jan	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: STUDENT ACHIEVEMENT. Every Westchester Academy For International Studies student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: ACHIEVEMENT: By June 2022, Westchester Academy For International Studies will increase student performance on STAAR exams in all subjects tested by at least 3 points at each performance level (approaches, meets, masters).

All Grades Tested

2020-21: Reading: 84% (approaches), 57% (meets), 28% (masters); Math: 81% (approaches), 52% (meets), 25% (masters)

2019-20: Not rated due to COVID

2018-19: Reading: 88% (approaches), 64 % (meets), 22% (masters); Math: 88% (approaches), 65% (meets), 27% (masters)

2017-18: Reading: 83% (approaches), 61 % (meets), 17% (masters); Math: 84% (approaches), 53% (meets), 16% (masters)

Evaluation Data Sources: STAAR EOC reports and State Accountability Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: MCL will plan with and support teams to carry out at least 1 full PBL unit. 10th grade English II classes will complete a unit on the Personal Project in the fall and 10th grade Humanities will carry out a PBL unit in the spring.</p> <p>Strategy's Expected Result/Impact: Increase student success rate in skills related to writing, speaking, and research. Increase the completion rate of the Personal Project with higher ratings. Prepare students for the rigor or research and writing for IB DP courses.</p> <p>Staff Responsible for Monitoring: Director, Asst. Dir, MCL, TLS</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 24 - At Risk - \$10,000</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: MCL and TLS will plan with and support teachers in grades 6-9 in delivering at least one PBL unit with a student exhibition.</p> <p>Strategy's Expected Result/Impact: Effectively produce authentic student products of learning.</p> <p>Staff Responsible for Monitoring: MCL, TLS, Director, Asst. Dir</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$10,000</p>	Formative		
	Oct	Jan	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: [MS] Grade level PLCs will determine essential standards that will be taught, monitored for mastery, and intervened when required. [US] Dept level PLCs or content teaching partners will determine essential standards that will be taught, monitored for mastery, and intervened when required.</p> <p>Strategy's Expected Result/Impact: Provide targeted instruction and intervention that will result in increased performance on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, MCL</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$15,000</p>	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Purchase Enriching Students subscription to better organize RtI and after school tutorials.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to assign students to specific targeted sessions of RtI during the day and after school tutorials.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 PIC 24 - At Risk - \$5,000</p>	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: District assigned math coaches will support teachers in the math department.</p> <p>Strategy's Expected Result/Impact: Ensure best practices are being used in the classrooms to include small group instruction, increased use of authentic assignments, and frequent feedback to students.</p> <p>Staff Responsible for Monitoring: District assigned math coaches.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Oct	Jan	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide various tech resources for teachers to use in the classroom to provide differentiated instruction and standard-aligned formative and summative assessments.</p> <p>Strategy's Expected Result/Impact: Quick access to formative data will allow our teachers to better identify intervention groups to ensure priority standard mastery for all students.</p> <p>Staff Responsible for Monitoring: Admin, MCL, TLS</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 ARP21 (ESSER III Campus Allocations) - \$24,000</p>	Formative		
	Oct	Jan	Apr
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Conduct a book study with our ELA teachers that focuses on practical ways to implement the workshop model and choice reading, both goals of the district.</p> <p>Strategy's Expected Result/Impact: English teachers will meet throughout the reading of the book to discuss the book and apply their learning through collaborative team planning of instruction and assessments.</p> <p>Staff Responsible for Monitoring: Admin, MCL</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 ARP21 (ESSER III Campus Allocations) - \$500</p>	Formative		
	Oct	Jan	Apr
	0%		
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Faculty and staff will attend professional development and/or conferences aligned to our campus improvement goals.</p> <p>Strategy's Expected Result/Impact: Attendees will be responsible for sharing their learning with ILT and their instructional planning partners to improve instruction across campus.</p> <p>Staff Responsible for Monitoring: Admin, MCL, TLS</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 ARP21 (ESSER III Campus Allocations) - \$12,500</p>	Formative		
	Oct	Jan	Apr
	0%		
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide remediation and interventions through Saturday sessions and extended day opportunities.</p> <p>Strategy's Expected Result/Impact: Extended day and Saturday intervention, remediation, and credit recovery sessions will help ensure our students master priority standards and are on track for graduation.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 ARP21 (ESSER III Campus Allocations) - \$8,000</p>	Formative		
	Oct	Jan	Apr
	0%		
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Substitutes to be used when teachers attend conferences or have planning days</p> <p>Strategy's Expected Result/Impact: Teachers will be able to work on planning during the work hours to produce plans that are more cohesive and authentic.</p> <p>Teachers will be able to extend their practice by learning from additional sources outside of district PD.</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 ARP21 (ESSER III Campus Allocations) - \$12,000</p>	Formative		
	Oct	Jan	Apr
	0%		

Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide supplies, materials, and food items to support all instructional activities and events aimed to carry out a strategy and achieve a goal.</p> <p>Strategy's Expected Result/Impact: Attract parents and families to events. Support teachers with supplies needed for extended day and Saturday sessions.</p> <p>Staff Responsible for Monitoring: Admin, MCL, IB Coordinator</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 ARP21 (ESSER III Campus Allocations) - \$34,000</p>	Formative		
	Oct	Jan	Apr
	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STUDENT ACHIEVEMENT. Every Westchester Academy For International Studies student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: GAP-CLOSING: By June 2022, Westchester Academy For International Studies will increase overall performance on STAAR and EOC exams to narrow the gap or improve performance above the target by at least 3 points.

2020-21: ELs 32%; Non-ELs 65%
 2019-20: Not Rated due to COVID
 2018-19: Hispanic 85%; White 96%
 2017-18: Hispanic 78%; White 94%

Evaluation Data Sources: STAAR EOC reports and State Accountability Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will include multiple strategies that address speaking, reading, writing and listening in each lesson. Students will be specifically taught presentation skills of speaking and will have opportunities to get feedback several times before a formal presentation.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for students to speak, read, and write in English..</p> <p>Staff Responsible for Monitoring: ILT</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will identify at risk students and monitor their achievement on essential standards and provide targeted support 3 days a week during RtI and after school tutorials.</p> <p>Strategy's Expected Result/Impact: Increased performance on essential standards.</p> <p>Staff Responsible for Monitoring: ILT</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 1: Strong School Leadership and Planning, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 24 - At Risk</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide coordinated support through the use of our CIS, CYS, and counselors to identify and provide basic needs and available resources to support at risk students.</p> <p>Strategy's Expected Result/Impact: Provide students with what is needed to feel safe and have the most basic, necessary needs met.</p> <p>Staff Responsible for Monitoring: Teachers, CIS, CYS, Counselors</p>	Formative		
	Oct	Jan	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: STUDENT ACHIEVEMENT. Every Westchester Academy For International Studies student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: ADVANCED COURSES: Increase the number of students taking an IB exam and the number of students who score a 4 or higher by 3% in order to increase student preparation for and success in advanced courses that are aligned to post-secondary expectations.

Spring 2021: 333 exams taken, 187 scored 4 or higher

Spring 2020: 265 exams taken, 141 scored 4 or higher

Evaluation Data Sources: IB results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: MCL will continue to develop and support teacher capacity to plan rigorous PBL units.</p> <p>Strategy's Expected Result/Impact: Increase quality of student work produced in the areas of written and spoken communication, research, and critical thinking.</p> <p>Staff Responsible for Monitoring: MCL, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$30,000</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The IB DP Facilitator schedule will be adjusted to be able to have more time to support IB teachers and students.</p> <p>Strategy's Expected Result/Impact: Increased support for teachers through coaching, PD, resources, data monitoring. Increased support for students through conferences, test prep organization, and program monitoring.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: MCL and TLS will continue to work collaboratively to develop teacher capacity to plan meaningful, rigorous instruction using digital platforms and tools.</p> <p>Strategy's Expected Result/Impact: Students will interact with content in ways that require collaboration, deeper thinking, and higher quality production of work.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 24 - At Risk - \$17,750</p>	Formative		
	Oct	Jan	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: STUDENT ACHIEVEMENT. Every Westchester Academy For International Studies student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: COLLEGE, CAREER, MILITARY READINESS (CCMR): By June 2022, Westchester Academy For International Studies will increase the % of graduates achieving College, Career, Military Readiness status by at least 5 points.

2021: 79% of annual graduates met CCMR indicator

2020: 89% of annual graduates met CCMR indicator

2019: 83% of annual graduates met CCMR indicator

2018: 82% of annual graduate met CCMR indicator

Evaluation Data Sources: State Accountability Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor and promote course selection options that reflect student interests and past performance. Strategy's Expected Result/Impact: The number of students who achieves a CCMR designation will increase. Staff Responsible for Monitoring: Administrators Counselors CTE Teachers	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase the number of students who earn a TEA-approved Industry Based Certification. Strategy's Expected Result/Impact: The number of students who earn certifications will increase. Staff Responsible for Monitoring: Administration CTE Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 PIC 22 - Career & Technology - \$8,565	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase the number of students who complete a college-level dual credit course. Strategy's Expected Result/Impact: The number of students who complete a college-level dual credit course will increase. Staff Responsible for Monitoring: Administration Counselors Teachers	Formative		
	Oct	Jan	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase the number of students who earn college credit on IB/AP Exams.</p> <p>Strategy's Expected Result/Impact: The number of students earning college credit on IB/AP exams will increase.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$25,000</p>	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase the number of students who score at or above the college ready level on SAT, ACT, TSAI or earned credit for a college prep course.</p> <p>Strategy's Expected Result/Impact: The number of students who score at or above the college ready level will increase.</p> <p>Staff Responsible for Monitoring: Administration Counselors Teachers</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: STUDENT ACHIEVEMENT. Every Westchester Academy For International Studies student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 6: POST-SECONDARY ENROLLMENT: For the Class of 2021, at least 70% of Westchester Academy For International Studies graduates will have enrolled successfully in a postsecondary option (T, 2, 4).

Nov. 2020: 61% enrolled in fall following graduation

Nov. 2019: 74% enrolled in fall following graduation

Nov. 2018: 73% enrolled in fall following graduation

Evaluation Data Sources: National Student Clearinghouse

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to provide students with the opportunity to participate in the supports offered by Collegiate Challenge and Emerge. Strategy's Expected Result/Impact: Increase in post secondary enrollment. Staff Responsible for Monitoring: Counselors	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Coordinate on campus from college, technical, and military representatives throughout the year and and off campus visits to area Texas colleges. Strategy's Expected Result/Impact: Increased student connections to institutions that match their personal post-secondary interests. Staff Responsible for Monitoring: Counselors	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote attendance by students and parents to all college readiness sessions offered in SBISD such as Financial Aid nights, College Night, etc. Strategy's Expected Result/Impact: Student and parent exposure to additional supports for post-secondary options. Staff Responsible for Monitoring: Lead Counselor	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STUDENT ACHIEVEMENT. Every Westchester Academy For International Studies student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 7: STUDENT GROWTH: By June 2021, Westchester Academy For International Studies will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (6-8) increase by 5 points, Math (6-8) increase by 5 points.

2020-21: Reading 47%, met CGI; Math 58% met CGI

2019-20: Not Rated due to COVID

2018-19: Reading - 59% met CGI; Math - 69% met CGI

2017-18: Reading - 47% met CGI; Math - 56 % met CGI

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement TCRWP in 7th grade and continue growing the practice in 6th grade. Strategy's Expected Result/Impact: Increased performance on MAP Reading. Staff Responsible for Monitoring: Admin, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 PIC 11 - Instructional Services - \$8,247</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: District math and ELA coaches will meet once a week with teachers and observe in classrooms to give feedback and support into best practices. Strategy's Expected Result/Impact: Increased performance on MAP Reading and Math Staff Responsible for Monitoring: Admin, District math and ELA coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STUDENT SUPPORT. Every Westchester Academy For International Studies student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2022, the % of Westchester Academy For International Studies students who feel connected as both individuals and learners will increase by at least 3 points at the middle school level and 3 points at the high school level.

Middle:

2020-21: 45% School Belonging; 69% Teacher/Student Relationships

2019-20: Not Rated due to COVID

2018-19: 38% School Belonging; 53% Teacher/Student Relationships

2017-18: 43% School Belonging; 49% Teacher/Student Relationships

High:

2020-21: 30% School Belonging; 48% Teacher/Student Relationships

2019-20: Not Rated due to COVID

2018-19: 33% School Belonging; 46% Teacher/Student Relationships

2017-18: 39% School Belonging; 46% Teacher/Student Relationships

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish and develop processes and systems for grade level committees that include parents, teachers, and students starting at 9th grade.</p> <p>Strategy's Expected Result/Impact: Involvement and coordinated efforts to support student "Class of" groups.</p> <p>Staff Responsible for Monitoring: Admin, Teacher leader</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 PIC 99 - Undistributed - \$10,000</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide multiple venues and opportunities for students and parents to understand our identity as an IB school and what an IB experience entails.</p> <p>Strategy's Expected Result/Impact: Students and parents will feel more connected to WAIS mission and vision.</p> <p>Staff Responsible for Monitoring: Admin, Counselors, IB Coordinators, Teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 PIC 99 - Undistributed - \$10,000</p>	Formative		
	Oct	Jan	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase use of website and social media to promote students' achievements and involvement.</p> <p>Strategy's Expected Result/Impact: Visual representation of the great things happening at WAIS that emotes interest and excitement.</p> <p>Staff Responsible for Monitoring: Webmasters, Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 PIC 99 - Undistributed - \$10,000</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: STUDENT SUPPORT. Every Westchester Academy For International Studies student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level classroom will implement and support character education and social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will build soft skills to enhance their secondary and post-secondary opportunities. Strategy's Expected Result/Impact: Students will obtain higher scores on the Panorama SEL Skills Survey. Staff Responsible for Monitoring: Administrators Counselors Teachers</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will develop the skills to make effective goals and decisions around career planning. Strategy's Expected Result/Impact: All 7th grade students will complete a Career Cluster Finder assessment to determine to their proposed career. Staff Responsible for Monitoring: Administrator Counselor</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Through the implementation of Character Strong, students will become more socially aware of how their actions and decisions impact others. Strategy's Expected Result/Impact: Decrease in discipline incidents. Staff Responsible for Monitoring: Administrators Counselors Teachers</p>	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STUDENT SUPPORT. Every Westchester Academy For International Studies student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 3: EIGHTH GRADE PLANNING: 100% of 8th graders at Westchester Academy For International Studies will complete a 4-year plan aligned to their endorsement to ensure graduation requirements are met.

Evaluation Data Sources: 4-Year Plan
Endorsement Selection Form

Strategy 1 Details	Formative Reviews		
Strategy 1: 8th grade students participate in Guthrie campus visits to learn more about CTE Programs of Study. Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical opportunity. Staff Responsible for Monitoring: Administrators Counselors	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will participate in a Bridge Year event to explore high growth and high demand jobs. Strategy's Expected Result/Impact: Students will learn about these career opportunities for paths to gainful employment. Staff Responsible for Monitoring: Administrators Counselors	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Students will complete a course selection process aligned to their career and endorsement path for their 9th grade year. Strategy's Expected Result/Impact: All students will have a full schedule of courses selected for 9th grade. Staff Responsible for Monitoring: Administrators Counselors	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will complete a 4-Year Plan prior to entering 9th grade. Strategy's Expected Result/Impact: All 8th grade students will: -choose a career path aligned to an endorsement, and -plan their courses across all 4 years of high school. Staff Responsible for Monitoring: Administrators Counselors	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STUDENT SUPPORT. Every Westchester Academy For International Studies student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 4: POST-SECONDARY PLANNING: 100% of 9th graders will have an informed four-year plan and 90% of 11th graders will have a preliminary post-secondary plan.

Evaluation Data Sources: Naviance Reports, Skyward Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: All 9th and 11th graders will have classroom visits from counselors during Wildcat time and different content periods as needed to review and refine their 4 year/ post-secondary plan. Strategy's Expected Result/Impact: Better understanding by students of their 4 year plan. Staff Responsible for Monitoring: Counselors	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Host at least 1 Parent Information event to explain 4 year plans. Strategy's Expected Result/Impact: Parents will be able to help their student make informed choices. Staff Responsible for Monitoring: Counselors, Admin	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: SAFE SCHOOLS. Westchester Academy For International Studies will ensure a safe and orderly environment.

Performance Objective 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.

Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: SAFE SCHOOLS. Westchester Academy For International Studies will ensure a safe and orderly environment.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus emergency operation procedures documents

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safe Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p>Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOPs annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOP submitted by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committees</p>	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FISCAL RESPONSIBILITY. Westchester Academy For International Studies 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: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: T-2-4. Every SBISD graduate will attain a technical certificate, military training, or a two-year or four-year degree.

Performance Objective 1: T-2-4 READY GRADUATE: [ADD STATEMENT]

Goal 5: T-2-4. Every SBISD graduate will attain a technical certificate, military training, or a two-year or four-year degree.

Performance Objective 2: POST-SECONDARY ENROLLMENT/COMPLETION: By November 2022, at least 73% of SBISD students will have enrolled successfully in a post-secondary option with the intent to complete a technical, 2-year, 4-year, military program or enter a work-force based career.

Targeted or ESF High Priority

Evaluation Data Sources: SBISD + National Student Clearinghouse (NSC) Data

2021: data released November 2021

2020: 63% of Class of 2020 enrolled in T24 option

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

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

TAPR Reports, Student Registration

Goal 5: T-2-4. Every SBISD graduate will attain a technical certificate, military training, or a two-year or four-year degree.

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:

Class of 2020: 63% of annual graduates met CCMR indicator (TAPR 2021)

Class of 2019: 70% of annual graduates met CCMR indicator (TAPR 2020)

Class of 2018: 68% of annual graduate met CCMR indicator (TAPR 2019)

Class of 2017: 63% of annual graduates met CCMR indicator (TAPR 2018)

Goal 6: STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2022, SBISD will increase student performance on STAAR 3-8/End-of-Course exams in all subjects tested by at least 5 points at each performance level (approaches, meets, masters).

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability Reports (Domain 1)

2020-21: All subjects: 71% (approaches), 48% (meets), 25% (masters)

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)

Goal 6: STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: EARLY LITERACY: By June 2022, SBISD will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by [X] percentage points or \geq to 85%.

2020-21: Kindergarten 71% On / Above Grade Level; 1st Grade: 66% On / Above Grade Level; 2nd Grade: 56% On / Above Grade Level

Evaluation Data Sources: Running Records End-of-Year Report

Goal 6: STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: GAP-CLOSING: By June 2022, SBISD will increase the percentage of academic achievement indicators met or exceeded in closing the gaps domain by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability Reports (Domain 3: Closing the Gaps)

2020-2021: SBISD met 16 of 26 academic targets evaluated (62% of targets met)

2019-2020: Not Rated due to COVID

2018-2019: SBISD met 22 of 25 academic targets evaluated (88% of targets met)

Goal 6: STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: STUDENT GROWTH: By June 2022, 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 10 points, Math (K-8) increase by 5 points.

Targeted or ESF High Priority

Evaluation Data Sources: Measures of Academic Progress (MAP) Reports

2021: Reading CGI (45%); Math CGI (57%)

2020: Not Rated due to COVID

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

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

Goal 6: STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or $\geq 80\%$.

Evaluation Data Sources: State Accountability Reports (Domain 3)

2020-21: TELPAS Progress Rate 51%

2019-20: Not Rated due to COVID

Goal 6: STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 6: GRADUATION: Increase graduation rate of the all student group by at least one point.

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

Class of 2020: 4-year rate = 90.0%, 5-year rate = 90.9% (C/O 2019) 6-year rate = 92.5% (C/O 2018) (TAPR 2021)

Class of 2019: 4-year rate = 89.3%, 5-year rate = 92.2% (C/O 2018) 6-year rate = 91.8% (C/O 2017) (TAPR 2020)

Class of 2018: 4-year rate = 90.9%, 5-year rate = 91.7% (C/O 2017), 6-year rate = 92.2% (C/O 2016) (TAPR 2019)

Class of 2017: 4-year rate = 89.9%, 5-year rate = 92.0% (C/O 2016), 6-year rate = 93% (C/O 2015) (TAPR 2018)

Goal 6: STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 7: 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:

2021: 560 certifications earned

2020: 554 certifications earned

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

2018: 476 certifications earned

2017: 174 certifications earned

Goal 6: STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 8: ADVANCED COURSES: Increase the number of students enrolled in and earning credit in advanced courses.

Evaluation Data Sources: Skyward course enrollment data:

Fall 2021: [X] students enrolled in one or more dual credit/dual enrollment courses [pendng fall snapshot]

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

Goal 7: 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 2022, the % of SBISD students who feel connected as both individuals and learners will increase by at least 5 percentage points.

Evaluation Data Sources: Panorama Student Survey All Topics:

2021: 61% School Connectedness Multiple Measure

2020: Not Rated due to COVID

2019: 65% School Connectedness Multiple Measure

2018: 63% School Connectedness Multiple Measure

Goal 7: STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

Performance Objective 2: 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

Goal 7: STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

Performance Objective 3: SYSTEM OF CARE: SBISD campuses will implement a Multi-Tiered System of Supports to provide interventions for 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

Goal 7: STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

Performance Objective 4: 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

Goal 7: STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

Performance Objective 5: 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:

2021: 88 K-1 and 216 LEP students served out of 1,283 dyslexia students

2020: 43 K-1 and 186 LEP students served out of 1,011 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

Goal 7: STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

Performance Objective 6: MENTORING PROGRAMS: Re-connect with mentor partners to begin recruitment efforts and increase mentor/mentee matches for the 2021-2022 school year.

Evaluation Data Sources: Mentor Match Database; End of Year mentor surveys; End of year mentee surveys

Goal 7: STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

Performance Objective 7: COMMUNITY LITERACY PARTNERSHIPS: Sustain, deepen and develop ReadSBISD programming to meet district goals and needs

Evaluation Data Sources: Qualitative and quantitative data from program participants and Academics and Student Supports teams

Goal 8: 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.

Goal 8: SAFE SCHOOLS. Every SBISD school and facility will ensure a safe and orderly environment.

Performance Objective 2: DISTRICT SAFETY COMMITTEE: In compliance with Senate Bill 11, a District level safety committee that considers safety issues throughout the district was established.

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

Goal 8: SAFE SCHOOLS. Every SBISD school and facility will ensure a safe and orderly environment.

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.

Goal 8: SAFE SCHOOLS. Every SBISD school and facility will ensure a safe and orderly environment.

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.

Goal 8: SAFE SCHOOLS. Every SBISD school and facility will ensure a safe and orderly environment.

Performance Objective 5: MITIGATION FOR VIRUSES AND OTHER INFECTIOUS DISEASES : Implement health and safety guidance from federal, state, and local government agencies.

Evaluation Data Sources: Monitoring active Covid cases
Schools remain open

Goal 9: COMMUNITY AND FAMILY ENGAGEMENT. 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. Translation and Interpretation Data 5. Panorama Surveys

Goal 9: COMMUNITY AND FAMILY ENGAGEMENT. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

Performance Objective 2: SPECIAL EDUCATION: By May, 2022, the Special Education Department will offer at least [X] 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

Goal 9: COMMUNITY AND FAMILY ENGAGEMENT. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

Performance Objective 3: PARTNERSHIP ENGAGEMENT: Re-establish strong and aligned partner engagement to sustain the number of Good Neighbors and meet at least 75% of identified campus needs.

Evaluation Data Sources: 1. Class of 2021 Good Neighbor size and strategic activities, 2. Number, type and impact of new partnerships

Goal 9: COMMUNITY AND FAMILY ENGAGEMENT. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

Performance Objective 4: COMMUNITY LEADERSHIP DEVELOPMENT PROGRAM: Sustain the Board of Trustees Community Leadership Development Program known as LeadSBISD.

Evaluation Data Sources: 1. Program sustained 2. Roster of Cohort II Membership 3. Monthly Program Agendas and Evaluations

Goal 10: 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.

Targeted or ESF High Priority

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

Goal 10: TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

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

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

Goal 10: TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

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.

Goal 10: TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

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

Goal 10: TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

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.

Goal 10: TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

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

Goal 10: TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

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

Goal 10: TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

Performance Objective 8: TEACHER APPRECIATION PROGRAM: Sustain Teachers Driving Success to show appreciation and community support for teaching staff.

Evaluation Data Sources: Principal Nominations and Teachers Named

Goal 11: 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

Goal 11: FISCAL RESPONSIBILITY. SBISD will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

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

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

Goal 11: FISCAL RESPONSIBILITY. SBISD will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

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

Goal 11: FISCAL RESPONSIBILITY. SBISD will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

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

Goal 11: FISCAL RESPONSIBILITY. SBISD will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

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

Goal 11: FISCAL RESPONSIBILITY. SBISD will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

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

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$10,000.00
1	2	3			\$15,000.00
1	4	1			\$30,000.00
1	5	4			\$25,000.00
1	7	1			\$8,247.00
Sub-Total					\$88,247.00
Budgeted Fund Source Amount					\$88,247.00
+/- Difference					\$0.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$8,565.00
Sub-Total					\$8,565.00
Budgeted Fund Source Amount					\$8,565.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$25,000.00
1	2	1			\$10,000.00
1	2	4			\$5,000.00
1	3	2			\$0.00
1	4	3			\$17,750.00

199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$57,750.00
Budgeted Fund Source Amount					\$57,750.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$10,000.00
2	1	2			\$10,000.00
2	1	3			\$10,000.00
Sub-Total					\$30,000.00
Budgeted Fund Source Amount					\$41,010.00
+/- Difference					\$11,010.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$24,000.00
1	2	7			\$500.00
1	2	8			\$12,500.00
1	2	9			\$8,000.00
1	2	10			\$12,000.00
1	2	11			\$34,000.00
Sub-Total					\$91,000.00
Budgeted Fund Source Amount					\$91,000.00
+/- Difference					\$0.00
Grand Total					\$275,562.00

Addendums