



District Improvement Team
Thursday, October 7, 2021
5:00 – 7:00 pm

Via Zoom

<https://springbranchisd.zoom.us/j/95815345612?pwd=ZXJjMnl2cnFyY1JzK20rRTlvTDhjUT09>

AGENDA

Welcome and Approval of Minutes

Linda Buchman, Associate Superintendent for Communications and Community Engagement

District Update

Dr. Kristin Craft, Associate Superintendent for Academics

Update on Core Characteristics

Linda Buchman and Abby Walker, Director for Community Engagement

District Improvement Plan Review and Feedback

Lawanda Coffee, Director for External Funds and Compliance and Debbie Muñiz, Research Coordinator

DIT Calendar Update

Linda Buchman

2021-22 DIT Meeting Dates:

Thursday, November 4 - TBD

Thursday, December 2 - TBD

Thursday, January 6

Thursday, February 3

Thursday, March 3

Thursday, April 7

Thursday, May 5



District Improvement Team (DIT) Meeting
Thursday, September 2, 2021
5:00 – 7:00 p.m.
MINUTES

Meeting start time: 5:01 pm

Meeting end time: 6:13 pm

Current Member Attendance (36)

Crystal Arrington, Lynne Barry, Jennifer Blaine, Carter Breed, Minda Caesar, Valentina Chelala, Lisse Colon Melendez, Kristin Craft, Cara Cullen, Anne Daily, Laura Dawson, Lucy Gaines, Dominique Harvey, Darya Hasanova, Kathleen Holder, Vanya Karia, Richard Kelvin, Matt Kiger, Julie Knapp, Noemi Lopez, Larry Maple, Buffie Matthews, Sarah Morris, Heather Morse, Michelle Nall, Abena Ntoso, Yehee Perry, Victoria Putnam, Rebecca Ramey, William Schwartz, Jennifer Sharp, Emily Sperandio, Jennifer Stuart, Joy Stuart, Kevin Villalobos, Kate Waldorf

Percent of current DIT members in attendance: 87.8%

Non-Member Attendance (6)

Amy Accardo, Linda Buchman, Lawanda Coffee, Karen Heeth, Christine Porter, Annie Wolfe

Welcome

Linda Buchman, Associate Superintendent for Communications and Community Engagement, welcomed DIT members and introduced Dr. Jennifer Blaine to provide a District Update.

District Update

Dr. Blaine provided updates around mask mandates and virtual learning. SBISD currently follows the Governor's Executive Order, which prevents state-funded institutions from requiring masks. Because County authorities want to issue a local mask mandate, the Texas Supreme Court will make the final decision about which entity has authority. Until then, SBISD will continue with masks optional - but strongly encouraged. Enforcement of a district mask mandate now is difficult compared to last year when masks were required statewide and virtual learning was an option for those who wanted it.

At this time, a Senate bill (SB15) is on the Governor's desk for consideration. This bill would allow districts to offer a virtual option for up to 10% of a student population without funding loss. If the bill passes, SBISD will offer this option to students in Kinder to 6th grade, since they are ineligible for the Covid-19 vaccine. Though other districts used ESSER funds to continue virtual programs this year, even without legislative approval, SBISD did not due to the expense. In addition to loss of average daily attendance funding, SBISD recapture expenses would increase significantly.

Finally, Dr. Blaine noted the creation of a Career and Technical Education (CTE) Bond Advisory Committee, charged to provide recommendations to the Board about expanded CTE programming for secondary schools. This effort supports the "T" in the T-2-4 goal.

Introductions and Approval of Minutes

2021-22 DIT Chair Anne Daily introduced herself and asked each meeting attendee to do the same. Following introductions, Ms. Daily asked DIT members in attendance at May's meeting to approve minutes by typing their approval into the chat box. Nineteen (19) members approved.

DIT Roles and Responsibilities

Ms. Buchman briefly reviewed the DIT's purpose, which is serving as advisory board to the Superintendent on district-level matters and decisions. DIT business this year is expected to be light, but will include participation in a District Improvement Plan review and a joint public hearing around the TAPR report in January. Occasionally, the DIT is asked to provide feedback on waivers sought by the district.

2021 Strong Start and ESSER Plan Updates

Dr. Kristin Craft, Associate Superintendent for Academics, introduced the Strong Start Learning Plan, which replaces last year's LearnSBISD Plan. In developing Strong Start, campuses and district leadership reflected on lessons learned last year, along with STAAR results and other data points. Staff participated in extensive professional development over the summer and provided robust summer programming for students, with the goal of having a Strong Start to the 2021-22 academic year.

Dr. Annie Wolfe, Executive Director for Instruction, reviewed the framework of the Plan, organized in three ways:

- Understanding the impact of interrupted learning
- Planning how the district will enhance instruction to close learning gaps
- Adjusting instructional supports based on Key Performance Indicators and formative assessments

SBISD is taking an accelerated approach to learning rather than a remediation approach. Instead of backtracking to re-teach prerequisite concepts, instructional staff will use mini lessons, checks for understanding and small pieces of instruction throughout the year while students progress through their program of studies. The Plan also aligns to Superintendent and Board priorities: Literacy, Numeracy, English Learners, Social-Emotional Supports, Digital Expansion and Career & Technical Education.

Texas House Bill 4545 supports accelerated instruction by asking districts to provide at least thirty (30) hours instruction in content areas where a student did not meet STAAR standard. Additionally, students on temporary medical leave are able to access remote conferencing to receive instruction when away from classroom.

Ms. Lawanda Coffee, Director for External Funds, provided an update on the ESSER (Elementary and Secondary School Emergency Relief) Plan, which was developed to support Strong Start. While most ESSER I and II funds were earmarked to offset hold harmless ADA adjustments, ESSER III requires a Use of Funds Plan based on district needs and stakeholder feedback. The purpose of ESSER III is to provide a safe return for in-person instruction and address learning recovery.

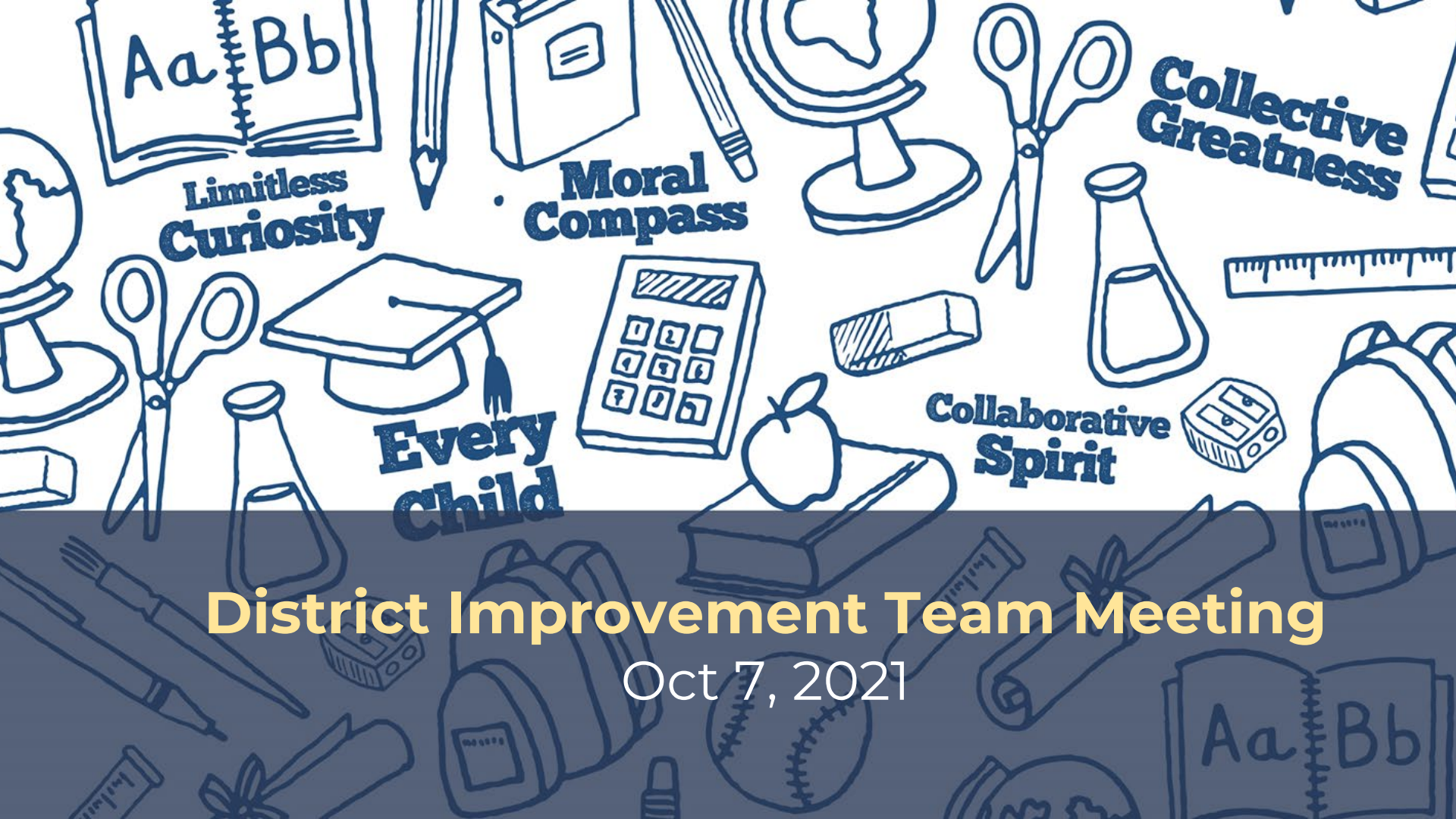
The ESSER Plan focuses in six areas:

- Supported Teachers
- More time for Learning
- Rigorous Instruction Materials
- Social-Emotional Supports
- Parent/Family Supports
- Other Resources, including a new Learning Management System

Closing

Following the presentations, Ms. Buchman reminded members that DIT policy requires the group to meet twice per semester. The DIT will meet in October via Zoom, and decisions will follow about November and December.

Ms. Buchman thanked all attendees, and the meeting adjourned at 6:13pm.



**Limitless
Curiosity**

**Moral
Compass**

**Collective
Greatness**

**Every
Child**

**Collaborative
Spirit**

District Improvement Team Meeting

Oct 7, 2021



Our aspiration for who we want our students to become.



**Academically
Prepared**



**Ethical &
Service-minded**



**Empathetic &
Self-aware**



**Persistent &
Adaptable**



**Resourceful
Problem-solver**



**Communicator
& Collaborator**



Break-out Rooms

Room 1	Academically Prepared Ethical & Service-minded	Lance Stallworth
Room 2	Empathetic & Self-Aware Persistent & Adaptable	Tyra Walker
Room 3	Resourceful Problem-solver Communicator & Collaborator	Linda Buchman

Spin & Share!



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Child**

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Spirit**

District Improvement Plan Review and Feedback

DIT Meeting = Oct 7, 2021

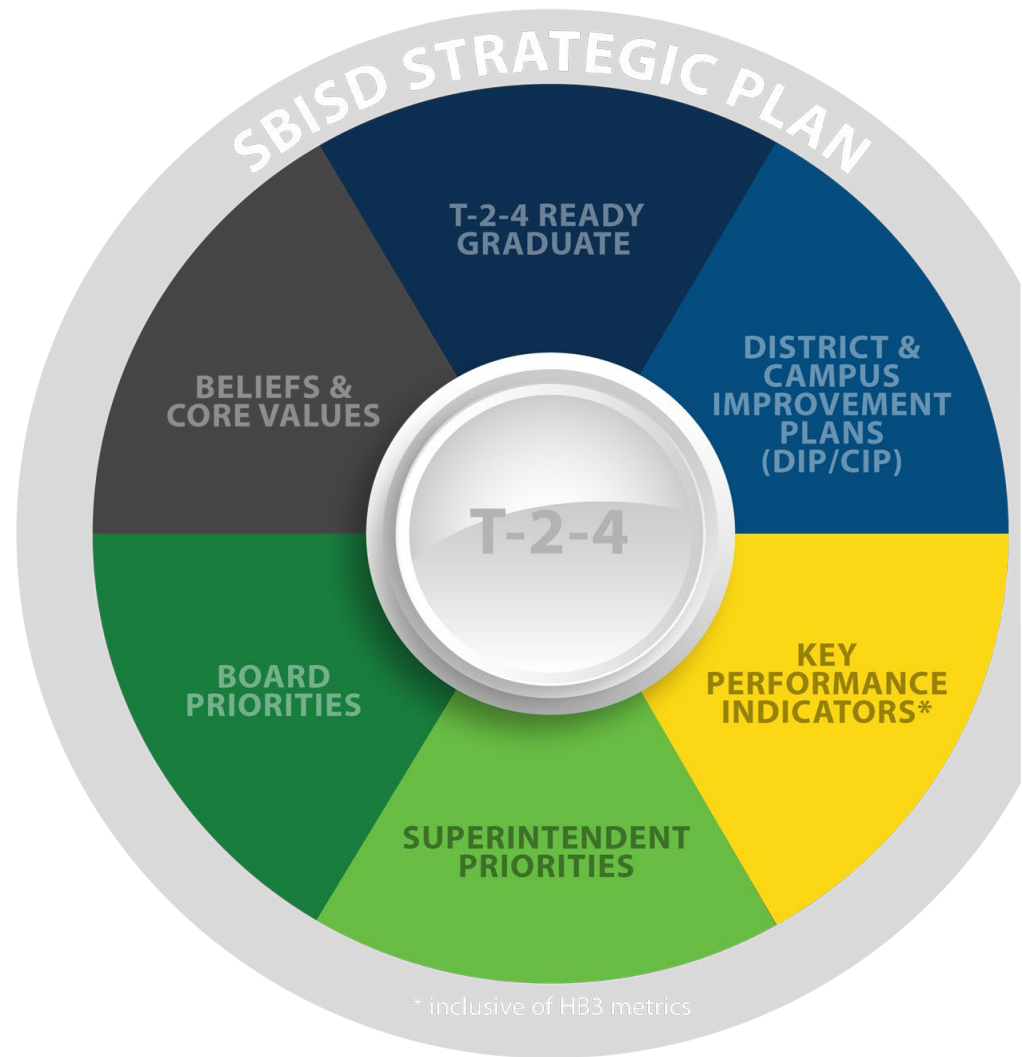
Purpose

- Review district planning process
- Review alignment of campus goals, to district goals, and superintendent goals
- Discussion and feedback

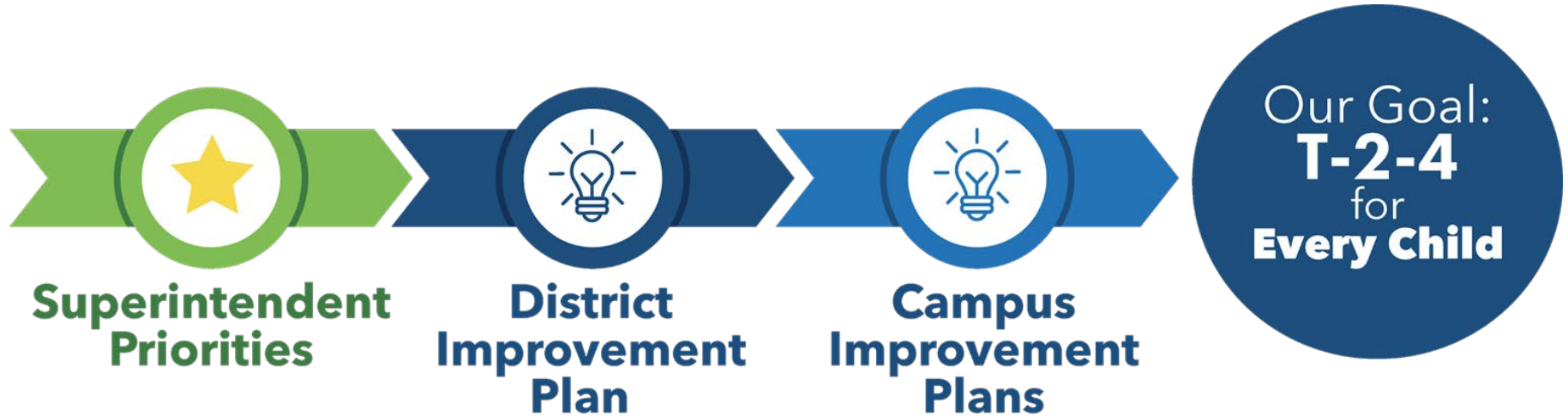


Plan Development

- Needs Assessment
- Stakeholder Participation
- Shared Responsibilities
- Follow-up and Follow-through
- Monitoring and Adjusting



How does it all work together to support T-2-4?



DIP Goal Statements

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

Understanding the parts of a goal



Goal
Statement

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



Measureable
Objective

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).



Prior Years
Data

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)



Source/
Evidence

Evaluation Data Sources: State Accountability reports (Domain 1)

Data Sources

Formative, Summative, and College Pathway Assessments

- College Board® PSAT, SAT, and TSIA
- ACT ®
- Measures of Academic Success® MAP
- Iowa Test of Basic Skills® (ITBS)
- State of Texas Assessments of Academic Readiness (STAAR)
- Texas English Language Proficiency Assessment System (TELPAS)

Surveys and External Sources

- Panorama®
- National Student Clearinghouse®

Evidence-based Sources

- Documentation and Records

Collective Greatness

**Limitless
Curiosity**

Moral Compass

Every child

Collaborative Spirit

Round Table Feedback Via Break Out Rooms

Feedback for the Goal Owner

Purpose: Goal owners capture the valuable feedback

Step 1 - Goal owner provides quick overview

Step 2 - DIT members quick read

Step 3 - Open Q and A with the goal owner

Tip: Chat box is a great place to provide feedback

Break-out Rooms

Room 1	T-2-4 Student Support	Lance Stallworth Tyra Walker
Room 2	Student Achievement	Kristin Craft
Room 3	Safe Schools Talent Strategy	Randolph Adami Karen Heeth
Room 4	Family and Community Engagement Fiscal Responsibility	Linda Buchman Mark Maxwell, David Bender



Thank you.



Spring Branch
Independent School District

Spring Branch Independent School District

District Improvement Plan

2021-2022 Goals/Performance Objectives/Strategies



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.

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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Goal 7: FISCAL RESPONSIBILITY. SBISD will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.	64






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: T-2-4 READY GRADUATE: Develop and implement a communications plan to increase awareness of the Core Characteristics of a T-2-4 Ready Graduate.

Evaluation Data Sources: -Panorama results
 -Campus inventory documents
 -Evidence of on-campus professional development
 -Parent survey
 -Portfolio of campus and districts communication









Strategy 1 Details	Formative Reviews		
Strategy 1: Establish Core Team to drive the development of the communications plan. Strategy's Expected Result/Impact: Completed communications plan. Staff Responsible for Monitoring: Associate Superintendent for Communications & Community Engagement Director of Community Engagement Director of Communications	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop means for establishing and collecting baseline data to inform future work. Strategy's Expected Result/Impact: Collection of baseline data through Panorama and in-house surveys. Staff Responsible for Monitoring: Associate Superintendent for Communications & Community Engagement Director of Community Engagement Director of Communications	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Core Characteristics communications strategies into district communications channels and engagement opportunities. Strategy's Expected Result/Impact: Increased awareness of Core Characteristics across key stakeholder groups. Staff Responsible for Monitoring: Associate Superintendent for Communications & Community Engagement Director of Community Engagement Director of Communications	Formative		
	Oct	Jan	Apr
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Develop and distribute toolkit for district/campus leaders to champion awareness work on their campus/teams. Strategy's Expected Result/Impact: Completed Core Characteristics toolkit. Staff Responsible for Monitoring: Associate Superintendent for Communications & Community Engagement Director of Community Engagement Director of Communications	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 2: T-2-4 READY GRADUATE: Develop and implement vertical articulation document to define the Core Characteristics at each grade level PK-12.

Evaluation Data Sources: -Meeting minutes
-Completed vertical articulation document

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish a Core Team to oversee the development of the vertical articulation document. Strategy's Expected Result/Impact: Development of scope of articulation work. Staff Responsible for Monitoring: Associate Superintendent for Academics Executive Director of Curriculum and Instruction	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Assemble a working group from Campus Guiding Coalitions to drive the development of the vertical articulation document. Strategy's Expected Result/Impact: Confirmed working group roster, charge and goals. Staff Responsible for Monitoring: Associate Superintendent for Academics Executive Director of Curriculum and Instruction	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Host series of 5 meetings for working group to develop vertical articulation document. Strategy's Expected Result/Impact: Completed vertical articulation document. Staff Responsible for Monitoring: Associate Superintendent for Academics Executive Director of Curriculum and Instruction	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement vertical articulation document. Strategy's Expected Result/Impact: Implementation plan developed and launched at June 2022 Leadership U. Staff Responsible for Monitoring: Associate Superintendent for Academics Executive Director of Curriculum and Instruction	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 3: 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.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. 2021: (2018-19 Cohort) 1,123 students considered CTE Learners (CTE Concentrators + Completers) 2020: (2017-18 Cohort) 1,164 students considered CTE Learners (CTE Concentrators + Completers) Staff Responsible for Monitoring: Director of Career and Technical Education	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: 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, Coordinator of Counseling, Guidance and Counseling Team	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: 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 2022. 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	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: STRATEGIC PARTNERSHIPS: Leverage career exploration experiences to expand student awareness of and interest in career opportunities and the T-2-4 options to make them happen. Strategy's Expected Result/Impact: Number of students participating in events and feedback through student evaluations Staff Responsible for Monitoring: Coordinator for Strategic Partnerships & Volunteer Programs	Formative		
	Oct	Jan	Apr

Strategy 5 Details		Formative Reviews		
Strategy 5: COUNSELING/STUDENT SUPPORT: SBISD will provide Alumni 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, Guidance and Counseling Team		Formative		
		Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 4: 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)

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Increase the % of graduates achieving College, Career, Military Readiness status by at least 5 points Staff Responsible for Monitoring: Executive Director of Assessment and Compliance; Director of Advanced Academics , Director of CTE, Director of Counseling and Student Support	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: 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 Strategy's Expected Result/Impact: Increase the % of students enrolled in the Team Sports Officiating course by 5%. Staff Responsible for Monitoring: Director of Health Fitness Funding Sources: Team Sports Officiating - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: 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).

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)

Strategy 1 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
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] 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	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
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] 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 for Academics	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: ACADEMICS: Provide campuses with a data assessment platform to capture assessment data by item and student level. [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, Executive Director of Academic Services	Formative		
	Oct	Jan	Apr

Strategy 5 Details	Formative Reviews		
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 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: Executive Director of Academic Services, Directors of each program area Funding Sources: Title 1 campus allocations - 211 - Title I, Part A - \$6,265,350	Formative		
	Oct	Jan	Apr
Strategy 6 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
Strategy 7 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
Strategy 8 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
Strategy 9 Details	Formative Reviews		
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 Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Director of Humanities, Principals Funding Sources: Contract Services - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr

Strategy 10 Details	Formative Reviews		
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 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: Director of Humanities	Formative		
	Oct	Jan	Apr
Strategy 11 Details	Formative Reviews		
Strategy 11: READING/ELA (K-5): Train teachers on how to use running record data to increase student reading proficiency 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: Director of Humanities	Formative		
	Oct	Jan	Apr
Strategy 12 Details	Formative Reviews		
Strategy 12: READING/ELA (K-5): Provide extensive teacher training in the refinement of Units of Study Reading, Writing, and Phonics Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Director of Humanities Funding Sources: Materials and supplies - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 13 Details	Formative Reviews		
Strategy 13: READING (K-5) -Provide Homegrown Small Group Reading Institute serving grades K-5. 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: Director of Humanities	Formative		
	Oct	Jan	Apr
Strategy 14 Details	Formative Reviews		
Strategy 14: READING/ELA (K-5): Collaborate with Houston-area districts (Klein, Conroe, Katy) about Reading Academies and implementation of them for the 21-22 school year. Strategy's Expected Result/Impact: 100% of teacher will be on track to meet certification requirements Staff Responsible for Monitoring: Director of Humanities Funding Sources: Region 4 Services - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 15 Details	Formative Reviews		
Strategy 15: READING/ELA (7th grade): Provide professional learning that focuses on balanced literacy and the workshop approach with the implementation of the Units of Study for reading and writing 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: Director of Humanities Funding Sources: Contracted Services - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr

Strategy 16 Details	Formative Reviews		
Strategy 16: READING/ELA (7-8): Develop and strengthen professional development with 8th grade teachers with SAVVAS resources. 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: Director of Humanities	Formative		
	Oct	Jan	Apr
Strategy 17 Details	Formative Reviews		
Strategy 17: READING/ELA (6-7): 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 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: Director of Humanities	Formative		
	Oct	Jan	Apr
Strategy 18 Details	Formative Reviews		
Strategy 18: READING/ELA (6-7): Provide Homegrown Reading Institute for grades 6th and 7th. 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: Director of Humanities	Formative		
	Oct	Jan	Apr
Strategy 19 Details	Formative Reviews		
Strategy 19: READING/ELA (6-12): Ensure yearlong training and support continues for Abydos trainee cohort Strategy's Expected Result/Impact: 80% of teacher will be on track to meet certification requirements Staff Responsible for Monitoring: Director of Humanities	Formative		
	Oct	Jan	Apr
Strategy 20 Details	Formative Reviews		
Strategy 20: 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. Strategy's Expected Result/Impact: Increase the % of students who meet 6th Grade STAAR passing rates in order to decrease number of 7th Grade taking reading instrument Staff Responsible for Monitoring: Director of Humanities	Formative		
	Oct	Jan	Apr
Strategy 21 Details	Formative Reviews		
Strategy 21: READING/ELA (9-12): Provide extensive professional development with high school teachers with the new adoption by Savvas and the resources provided. Continue to work with the district and the teachers to continue to use the LMS with the adoption. 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: Director of Humanities	Formative		
	Oct	Jan	Apr





Strategy 22 Details	Formative Reviews		
Strategy 22: WRITING (K-12): Review student writing samples at each campus to determine patterns and identify where students are and how to move them forward 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: Directors of Humanities	Formative		
	Oct	Jan	Apr
Strategy 23 Details	Formative Reviews		
Strategy 23: WRITING (K-12): Train and model how to provide feedback through individual and small group writing conferences 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: Directors of Humanities	Formative		
	Oct	Jan	Apr
Strategy 24 Details	Formative Reviews		
Strategy 24: MATH (K-12): Provide monthly PLCs to provide curriculum & assessment updates and highlight resources, as well as promote networking among teachers. Strategy's Expected Result/Impact: Increase all three STAAR performance levels (approaches, meets, masters) by at least 3 points in mathematics. Staff Responsible for Monitoring: Director of Mathematics	Formative		
	Oct	Jan	Apr
Strategy 25 Details	Formative Reviews		
Strategy 25: MATH (K-8): Provide monthly training for campus math coaches, DCs, MCLs, and/or interventionists, specifically training on curriculum, assessment, data analysis and coaching skills Strategy's Expected Result/Impact: Increase all three STAAR performance levels (approaches, meets, masters) by at least 3 points in mathematics. Staff Responsible for Monitoring: Director of Mathematics	Formative		
	Oct	Jan	Apr
Strategy 26 Details	Formative Reviews		
Strategy 26: MATH (2-Alg 1): Provide Data Digs after each PSA, working with teachers to analyze data and plan for next steps; and training teachers on building students to mastery. Strategy's Expected Result/Impact: Increase all three STAAR performance levels (approaches, meets, masters) by at least 3 points in mathematics. Staff Responsible for Monitoring: Director of Mathematics	Formative		
	Oct	Jan	Apr
Strategy 27 Details	Formative Reviews		
Strategy 27: MATH (K-12) Train and support teachers in using math adaptive software to both fill gaps and support current learning; to use purposeful software assignments to help balance and manage station rotation and small group instruction. Strategy's Expected Result/Impact: Increase all three STAAR performance levels (approaches, meets, masters) by at least 3 points in mathematics (3-AlgI). Meet HB3 performance goals in K-2. Staff Responsible for Monitoring: Director of Mathematics	Formative		
	Oct	Jan	Apr

Strategy 28 Details	Formative Reviews		
Strategy 28: MATH: Train, develop and support Math Leads and new MIS with opportunities in and outside the district. Strategy's Expected Result/Impact: Increase STAAR performance levels for Meets and Masters Expectations by at least 3 points in mathematics. Staff Responsible for Monitoring: Director of Mathematics	Formative		
	Oct	Jan	Apr
Strategy 29 Details	Formative Reviews		
Strategy 29: MATH: Coach MIS and build relationships with campuses with biweekly campus instructional classroom walks. Strategy's Expected Result/Impact: Increase all three STAAR performance levels (approaches, meets, masters) by at least 3 points in mathematics (3-AlgI). Meet HB3 performance goals in K-2. Staff Responsible for Monitoring: Director of Mathematics	Formative		
	Oct	Jan	Apr
Strategy 30 Details	Formative Reviews		
Strategy 30: SCIENCE: Train teachers on EL strategies and follow up with teachers who have been trained Strategy's Expected Result/Impact: Implementation of interactive word walls with 100% of units, science instructional walks, social media posts using (#sbisdwordwalls) Staff Responsible for Monitoring: Director of Science Funding Sources: Staff development - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 31 Details	Formative Reviews		
Strategy 31: SCIENCE: Provide campus-specific supports to catalyst schools to improve science instructional and student achievement 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: Director of Science Funding Sources: Training and student support - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 32 Details	Formative Reviews		
Strategy 32: SCIENCE: Provide ongoing professional learning for science teachers on the 5E instructional model Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Director of Science Funding Sources: Professional Development - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 33 Details	Formative Reviews		
Strategy 33: SCIENCE: Provide after-school training for high school science teachers on strategies in literacy, EL, and SPED. 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: Director of Science, Science Leads Funding Sources: Professional development - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr

Strategy 34 Details	Formative Reviews		
Strategy 34: SCIENCE: Provide training on literacy in science 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: Director of Science, Science Leads Funding Sources: Professional development - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 35 Details	Formative Reviews		
Strategy 35: SCIENCE: Train new staff on coaching and best practices Strategy's Expected Result/Impact: Increase retention of science teachers Staff Responsible for Monitoring: Director of Science	Formative		
	Oct	Jan	Apr
Strategy 36 Details	Formative Reviews		
Strategy 36: SOCIAL STUDIES (6-12): Provide professional development focusing on effective reading strategies and literacy-based instruction 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: Directors of Humanities K-5, 6-12	Formative		
	Oct	Jan	Apr
Strategy 37 Details	Formative Reviews		
Strategy 37: MULTILINGUAL: Provide on-site instructional coaching, curriculum support and district-wide monthly PLC for teachers of newcomer students in grades 6-12 Strategy's Expected Result/Impact: Increase capacity of teachers who serve newcomer students Staff Responsible for Monitoring: Director of Multilingual Programs Funding Sources: Curriculum - 199 PIC 25 - ESL/Bilingual	Formative		
	Oct	Jan	Apr
Strategy 38 Details	Formative Reviews		
Strategy 38: BILINGUAL LEARNERS: Train teachers and provide instructional support for OWDL model at the elementary level 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: Director of Multilingual Programs Funding Sources: Consultant - 199 PIC 25 - ESL/Bilingual	Formative		
	Oct	Jan	Apr
Strategy 39 Details	Formative Reviews		
Strategy 39: ENGLISH LEARNERS: Support teachers with implementation of TRTW instructional strategies into core content areas to engage all EL students at high 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: Director of Multilingual Programs Funding Sources: Consultant - 199 PIC 25 - ESL/Bilingual	Formative		
	Oct	Jan	Apr

Strategy 40 Details	Formative Reviews		
Strategy 40: EDUCATIONAL TECHNOLOGY: Campus Transformational Learning Specialists (TLS) will collaborate with campus principals to support teachers in their implementation LMS usage expectations. Strategy's Expected Result/Impact: 100% of middle school and high school teachers will meet the expectations for LMS usage. Staff Responsible for Monitoring: Director of Educational Technology, Principals Funding Sources: Software - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 41 Details	Formative Reviews		
Strategy 41: 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 educational technology skills. Strategy's Expected Result/Impact: 100% of middle school and high school teachers will incorporate educational technology skills such as effective use of an LMS, Nearpod, Camtasia and other 3rd party digital resources to provide transformational learning experiences for all students. Staff Responsible for Monitoring: Director of Educational Technology, Principals Funding Sources: Materials and supplies - 199 PIC 99 - Undistributed, Technology equipment - 199 PIC 99 - Undistributed, Software - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 42 Details	Formative Reviews		
Strategy 42: LIBRARY MEDIA SERVICES: Increase availability and promote the use of eBooks to students across the district: Sora, Capstone, Abdo Strategy's Expected Result/Impact: Increase eBook usage statistics by at least 5% Staff Responsible for Monitoring: Director of Library Media Funding Sources: OTH Reading Materials - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 43 Details	Formative Reviews		
Strategy 43: LIBRARY MEDIA SERVICES: Provide access to and increase the use of print books to students across the district 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: Director of Library Media	Formative		
	Oct	Jan	Apr
Strategy 44 Details	Formative Reviews		
Strategy 44: 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 Strategy's Expected Result/Impact: Increase database usage statistics by at least 3% Staff Responsible for Monitoring: Director of Library Media Funding Sources: Software-LIB - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr

Strategy 45 Details	Formative Reviews		
Strategy 45: SPECIAL EDUCATION: Monitor growth in the reading scores of SE students through fidelity to systematic intervention programs (OG, LLI, Mindplay), as well as through universal district data points (MAP, running records, etc.). Strategy's Expected Result/Impact: 80% of students participating in the general curriculum will increase reading level by one year. Staff Responsible for Monitoring: Director of Special Education Funding Sources: Instructional Software & training - 224 - IDEA B, SpEd	Formative		
	Oct	Jan	Apr
Strategy 46 Details	Formative Reviews		
Strategy 46: SPECIAL EDUCATION: Train elementary ICS/Resource teachers at 50% of elementary campuses in Reading Academies to build foundational skills in reading instruction. Strategy's Expected Result/Impact: All teachers are targeted campuses will be on track to meet certification requirements. Staff Responsible for Monitoring: Director of Special Education Funding Sources: Training - 199 PIC 37 - Dyslexia	Formative		
	Oct	Jan	Apr
Strategy 47 Details	Formative Reviews		
Strategy 47: SPECIAL EDUCATION: Observe instruction and provide feedback in Reading and Math Resource and In-Class support classrooms related to the provision of Specially Designed Instruction and Acceleration strategies. Monitor using an implementation rubric. Strategy's Expected Result/Impact: Targeted teachers will improve by at least one scoring level in at least 2 rubric measures. Staff Responsible for Monitoring: Director of Special Education	Formative		
	Oct	Jan	Apr
Strategy 48 Details	Formative Reviews		
Strategy 48: GIFTED AND TALENTED: Provide programming to meet the educational needs of gifted and talented students through advanced learning opportunities through Bendwood experiences (SPIRAL), PGP services, and Spring Branch Academic Institute while expanding opportunities for all students 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: (Instructional approach): Increase in the number of students enrolling and succeeding in advanced option Staff Responsible for Monitoring: Director of Advanced Academic Studies Funding Sources: Technology - 199 PIC 11 - Instructional Services, Miscellaneous program expenses - 199 PIC 21 - Gifted & Talented, Books and materials - 199 PIC 11 - Instructional Services, Marketing-Software - 199 PIC 11 - Instructional Services, Project GT - software - 199 PIC 21 - Gifted & Talented, GT Testing - 199 PIC 21 - Gifted & Talented, Level 3 GT Testing - 199 PIC 21 - Gifted & Talented, Professional Development - 199 PIC 21 - Gifted & Talented, Facilitator, Professional Development - 255 - Title II, Part A - \$121,287	Formative		
	Oct	Jan	Apr
Strategy 49 Details	Formative Reviews		
Strategy 49: HEALTH FITNESS: Provide on-site instructional coaching/mentors, curriculum support and district-wide monthly PLC for new health and health fitness teachers, including 2nd and 3rd year and/or struggling teachers. Strategy's Expected Result/Impact: Increase the support of new and struggling teachers by providing mentors and experienced master teachers for guidance and collaboration. Staff Responsible for Monitoring: Director of Health Fitness	Formative		
	Oct	Jan	Apr

Strategy 50 Details	Formative Reviews		
Strategy 50: HEALTH FITNESS: Train teachers and provide instructional support for ELL model in Health Fitness classes at all levels Strategy's Expected Result/Impact: 100% of all Health Fitness teachers receive the book 38 Great Academic Language Builders and receive training on how to implement the strategies found in the book. Staff Responsible for Monitoring: Director of Health Fitness	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: 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 5 percentage points or \geq to 85%.

2020-21 EOY: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 Strategy's Expected Result/Impact: 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% Staff Responsible for Monitoring: Director of PreKindergarten Funding Sources: Stipends - 199 PIC 32 - Pre-Kindergarten	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: 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	Formative		
	Oct	Jan	Apr

Strategy 3 Details	Formative Reviews		
Strategy 3: PRE-KINDERGARTEN: Provide professional development and coaching opportunities so that 100% of our PK teachers meet highly qualified teacher qualifications requirements Strategy's Expected Result/Impact: 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% Staff Responsible for Monitoring: Director of Prekindergarten	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: READING/ELA (K-2): Support Teachers and Leadership with early literacy reading instruments (Tx-KEA, TCRWP Phonics, and Estrellita) to measure student progress in grades K-2. Staff Responsible for Monitoring: Director of Humanities	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
Strategy 5: 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 Funding Sources: Supplemental PreK Teacher Assistants - 211 - Title I, Part A - \$1,382,909	Formative		
	Oct	Jan	Apr
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 2: 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%.





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)

Strategy 1 Details	Formative Reviews		
Strategy 1: ACADEMICS: Provide campuses with curriculum and formative assessments aligned with targeted intervention strategies focused on individual student needs Strategy's Expected Result/Impact: Narrow the gap or improve performance above the target by at least 3 points Staff Responsible for Monitoring: Executive Director of Academic Services	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: INTERVENTION SERVICES: Create systemic processes for campus level Data Study Teams to review Universal Screener and multiple sources of data to plan for targeted interventions in order to increase student achievement. Strategy's Expected Result/Impact: Narrow the gap or improve performance above the target by at least 3 points Staff Responsible for Monitoring: Director of Intervention Services Funding Sources: Software for management - 199 PIC 24 - At Risk, Travel - 199 PIC 24 - At Risk, Contracted Services Andrea Ogonosky - 199 PIC 24 - At Risk	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: 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 Strategy's Expected Result/Impact: Narrow the gap or improve performance above the target by at least 3 points Staff Responsible for Monitoring: Director of Humanities K-5 Director of Intervention Services	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: READING/WRITING (6-12): Provide curriculum materials and training to English teachers to support planning for in-class interventions and first line differentiated lessons. Strategy's Expected Result/Impact: Narrow the gap or improve performance above the target by at least 3 points Staff Responsible for Monitoring: Director of Humanities 6-12	Formative		
	Oct	Jan	Apr

Strategy 5 Details	Formative Reviews		
Strategy 5: MATH (K-Alg2): Train and support teachers on how to use pre-assessments to proactively address COVID slide: identify prior grade content gaps, determine readiness to learn, and provide the resources to cure deficiencies. Strategy's Expected Result/Impact: Narrow the gap or improve performance above the target by at least 3 points Staff Responsible for Monitoring: Director of Mathematics Director of Intervention Services	Formative		
	Oct	Jan	Apr
Strategy 6 Details	Formative Reviews		
Strategy 6: MATH (K-preCalc): Train and support teachers on how to use 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. Strategy's Expected Result/Impact: Narrow the gap or improve performance above the target by at least 3 points Staff Responsible for Monitoring: Director of Mathematics	Formative		
	Oct	Jan	Apr
Strategy 7 Details	Formative Reviews		
Strategy 7: SUMMER SCHOOL: Develop a wide-range Summer programming for students Strategy's Expected Result/Impact: Narrow the gap or improve performance above the target by at least 3 points Staff Responsible for Monitoring: Executive Director for Student Support Services, Director of Intervention Services, Director of Secondary Programming Funding Sources: Summer School Staff and Resources - 211 - Title I, Part A (FBG20 Carryover), Summer School Staff and Resources - 199 PIC 11 - Instructional Services	Formative		
	Oct	Jan	Apr
Strategy 8 Details	Formative Reviews		
Strategy 8: INTERVENTION SERVICES: Develop district and campus RtI Teams to analyze student data, update progress and align with state required RtI intervention plans. Staff Responsible for Monitoring: Director of Intervention Services	Formative		
	Oct	Jan	Apr
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 2: 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.

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%)

Strategy 1 Details	Formative Reviews		
Strategy 1: INTERVENTION SERVICES: Use MAP Growth data to identify student performing below the district cut-off score to provide differentiated instruction, skill-based grouping and setting goals for intervention. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Director of Intervention Services Funding Sources: Materials - 199 PIC 24 - At Risk, Other reading material - 199 PIC 24 - At Risk, Technology - 199 PIC 24 - At Risk	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points Staff Responsible for Monitoring: Director of Humanities K-5; Director of Intervention Services	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: MATH (K-2): Train and support teachers in all aspects of K-2 Progress Monitoring: data collection, data analysis, interventions, monitoring progress, and reporting. Strategy's Expected Result/Impact: Meet HB3 performance goals in K-2 Staff Responsible for Monitoring: Director of Mathematics	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: MATH (K-12): Train and support teachers to implement and maximize impact of small group instruction to differentiate based on student needs, acting on data collected from pre-assessments and quick checks for understanding. Strategy's Expected Result/Impact: Increase the % of students who meet or exceed CGI targets on MAP: Math (K-8)	Formative		
	Oct	Jan	Apr

increase by 5 points Staff Responsible for Monitoring: Director of Mathematics Funding Sources: Curriculum Writing - 199 PIC 99 - Undistributed, Math Consultant - 199 PIC 99 - Undistributed			



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 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

Strategy 1 Details	Formative Reviews		
Strategy 1: MULTILINGUAL: Collaborate with school teams to provide targeted instructional support with TELPAS specific language domain(s). Additionally, provide additional software support based on campus needs for Long term ELs. Strategy's Expected Result/Impact: 5% increase of K-12 students growing one TELPAS composite level; 5% increase of EL students who meet reclassification criteria Staff Responsible for Monitoring: Director of Multilingual Programs	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: ENGLISH LEARNERS: Provide teacher professional development based on EL instructional strategies and materials to meet the unique needs of EL students. Additionally, provide reading materials, opportunities to attend conferences, and technology supplies to teachers as needed. Strategy's Expected Result/Impact: Increase the capacity of teachers who serve English Learners. Staff Responsible for Monitoring: Director of Multilingual Programs	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: ENGLISH LEARNERS: Support PK campuses with the progress monitoring process of second language acquisition at the end of the school year. Strategy's Expected Result/Impact: Provide PK campuses with the LAS training, materials, and assessment in order to monitor the acquisition of the English language. Staff Responsible for Monitoring: Director of Multilingual Programs	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: 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)

Strategy 1 Details	Formative Reviews		
Strategy 1: EDUCATIONAL TECHNOLOGY: Collaborate with campus counselors to enroll students in virtual school courses for original credit and for credit recovery Strategy's Expected Result/Impact: Increase the number of students completing virtual courses for original credit and/or credit recovery by 10 percentage points 2020-2021: [data pending] 2019-2020: (COVID impacted): Original Credit - 410; Credit Recovery - 216 2018-2019: Original Credit - 216; Credit Recovery - 457 Staff Responsible for Monitoring: Director of Educational Technology Funding Sources: Software - 199 PIC 99 - Undistributed, Supplemental pay - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: STUDENT SERVICES: Support high school campuses with the development and implementation of credit recovery plans. Strategy's Expected Result/Impact: Maintain district drop-out rate below 2.1% for high school students. Drop-out data is delayed by two years in TEA reporting. (Source: TAPR, Annual Dropout Rate, Gr 9-12) 2018-2019 1.8% 2017-2018 2.3% 2016-2017 2.1% 2015-2016 2.3% Staff Responsible for Monitoring: Executive Director of Student Support Services Funding Sources: Supplemental Pay - 199 PIC 24 - At Risk	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: CAREER AND TECHNICAL EDUCATION: Support CTE teachers to ensure students are prepared for certification exams which will lead to students earning certifications Strategy's Expected Result/Impact: Increase the number of industry certifications earned by 10%. Staff Responsible for Monitoring: Director of Career and Technical Education	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: CAREER AND TECHNICAL EDUCATION: Monitor systems to ensure the reporting of Industry Based Certification data is accurate Strategy's Expected Result/Impact: Increase the accuracy in reporting earned certifications Staff Responsible for Monitoring: Director of Career and Technical Education	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: 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 [pending 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

Strategy 1 Details	Formative Reviews		
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 (e.g., AAC, AP, dual credit (HCC) and dual enrollment (OnRamps) programs Strategy's Expected Result/Impact: (Data-driven approach): Increase in the number of students enrolling in advanced courses (e.g., AAC, AP, Dual credit, OnRamps) for the 2021-2022 school year Staff Responsible for Monitoring: Director of Advanced Academics, Director of Guidance and Counseling	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: ADVANCED ACADEMICS: Continue to revise and improve rigor of AAC curriculum to strengthen vertical alignment to and success in AAC and AP courses 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 Funding Sources: Curriculum Writing - 199 PIC 21 - Gifted & Talented	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: SUMMER ENRICHMENT: Design student experiences with Summer camps: Heroes, CMA, and CIS that academically challenges and socially engages students Strategy's Expected Result/Impact: Increase the number of students who participate in summer camp programs Staff Responsible for Monitoring: Director of Advanced Academic Studies	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: MATH (9-12): Support student success in AAC mathematics in all four comprehensive high schools, working together to create AAC curriculum (for Geo, Alg 2, & preCalc) in the 2021-22 school year. Strategy's Expected Result/Impact: Decrease the % of dropouts from preAP to Academic in high school mathematics courses by 10%. Staff Responsible for Monitoring: Director of Mathematics	Formative		
	Oct	Jan	Apr

Strategy 5 Details	Formative Reviews		
Strategy 5: MATH (9-12): Monitor AAC enrollment and attrition at the four comprehensive high schools during the 2021-22 school year with enrollment counts in Geometry AAC, Algebra II AAC, and preCalculus AAC on September 15, January 15, and May 15 and use this data to set goals on each campus. Strategy's Expected Result/Impact: Decrease the % of dropouts from preAP to Academic in high school mathematics courses by 10%. Staff Responsible for Monitoring: Director of Mathematics	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 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

Strategy 1 Details	Formative Reviews		
Strategy 1: COUNSELING/STUDENT SUPPORT: SBISD will provide an SEL survey to all students to support staff in developing customized opportunities for students to increase their social and emotional acuity, improve student/teacher relationships and influence student/teacher efficacy Strategy's Expected Result/Impact: Teachers can be proactive in preparing to meet the specific needs of individual students. We will expect to see increased Panorama scores denoting improved student-teacher connectedness and relationships Staff Responsible for Monitoring: Director of Counseling and Student Support, Coordinator of Counseling, Guidance and Counseling Team	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: FINE ARTS: Provide middle school students who have an interest in art to expand their personal art portfolio in preparation for Advanced Placement Art courses Strategy's Expected Result/Impact: Every middle school will participate in the 8th grade portfolio review process Staff Responsible for Monitoring: Director of Fine Arts Funding Sources: Materials and supplies - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: FINE ARTS: Expand opportunities to showcase student performance and artwork across the district and city. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Director of Fine Arts Funding Sources: Materials and supplies - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: HEALTH FITNESS: Provide more opportunities for student engagement and school connectedness by expanding the Advanced Movers program to include all elementary and middle school campuses in SBISD. Strategy's Expected Result/Impact: Increase the number of students and campuses who participate in the advanced movers program Staff Responsible for Monitoring: Director of Health Fitness Funding Sources: Cheerleading Legal Issues Training - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr





Strategy 5 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increase Ready Rosie Parent Usage rates. Istation Home - establish baseline 2020-2021 2019-2020 - No data Covid 2018-2019 - 1017 families Staff Responsible for Monitoring: Director of Pre-Kindergarten Funding Sources: Software Subscription - 199 PIC 32 - Pre-Kindergarten, Software subscription - 199 PIC 35 -PreK Bilingual	Formative		
	Oct	Jan	Apr
Strategy 6 Details	Formative Reviews		
Strategy 6: SCIENCE/STEM: Expand opportunities for elementary-aged students to explore STEM career fields Strategy's Expected Result/Impact: Hold Girlstart, STEM Conference, and STEM Fair events Staff Responsible for Monitoring: Director of Science, Director of Educational Technology Funding Sources: Registration, hosting expenses - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 7 Details	Formative Reviews		
Strategy 7: HOMELESS SUPPORTS: Remove barriers to enrollment for homeless students by providing school of origin transportation, resources, tutorials, mentoring, and progress/attendance monitoring Strategy's Expected Result/Impact: Academic success of students being served under the McKinney-Vento Act Staff Responsible for Monitoring: Director of External Funding and Compliance Results Driven Accountability Funding Sources: Summer School Tuition, Summer Reading Program, School of Origin Transportation - 211 - Title I, Part A, Summer Reading Materials, School Supplies, Student Support Personnel - 206 TEH22 McKinney Vento Grant - \$92,510	Formative		
	Oct	Jan	Apr
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 3: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: COUNSELING/STUDENT SUPPORT: Mental health resource materials will be developed for campus counselors to use in supporting students Strategy's Expected Result/Impact: Developed mental health resource materials ; Mental Health Newsletters published and disseminated every 6 to 9 weeks. Staff Responsible for Monitoring: Director of Counseling and Student Support, Mental Health Facilitator Funding Sources: Materials Development - 289 - Title IV, Part A - \$5,000	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: COUNSELING/STUDENT SUPPORT: The Mental Health Facilitator, in partnership with health and wellness departments, will host a Mental Health and Wellness Fair for the SBISD community Strategy's Expected Result/Impact: Increased awareness of mental health needs and connect staff, parents and the community to local mental health supports and resources Staff Responsible for Monitoring: Director of Counseling and Student Support, Mental Health Facilitator Funding Sources: Project Class - 289 - Title IV, Part A	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: COUNSELING/STUDENT SUPPORT: Trauma training will be provided to staff via in person counselor training at the beginning of the year to enhance mental health supports to students who have experienced trauma. Strategy's Expected Result/Impact: Increased efficacy of staff regarding their skills in supporting students experiencing mental health needs related to trauma Staff Responsible for Monitoring: Director of Counseling and Student Support, Mental Health Facilitator, campus counselors	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: COUNSELING/STUDENT SUPPORT: SBISD will coordinate with CIS, CYS, and other social service and mental health providers to ensure that wrap around services are provided to support the social-emotional needs of students Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Director of Counseling and Student Support, Mental Health Facilitator Funding Sources: CIS - 211 - Title I, Part A - \$2,366,097	Formative		
	Oct	Jan	Apr





Strategy 5 Details	Formative Reviews		
Strategy 5: ENGLISH LEARNERS: Support newcomers by providing counseling support and family engagement activities for our English Learners and families. Strategy's Expected Result/Impact: Provide counseling support to students in identified schools with a high number of recent immigrants. Staff Responsible for Monitoring: Director of Multilingual Programs	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: COUNSELING/STUDENT SUPPORT: By June 2022, 100% of secondary age students will be provided with relevant experiences that prepare them to achieve a T-2-4 goal after graduation.

Evaluation Data Sources: Naviance reports, course enrollment data, CTE program participation, extracurricular postsecondary programs

Strategy 1 Details	Formative Reviews		
Strategy 1: COUNSELING: T-2-4 Core Characteristics will be developed in all students through the systematic facilitation of Character Strong lessons on elementary and middle school campuses. High school campuses will enrich these skills through counselor developed guidance lessons. Strategy's Expected Result/Impact: Instill and develop assets and skills in students that allow them to successfully transition K through 12 and present as a graduate equipped to successfully pursue and attain a T-2-4 outcome. Staff Responsible for Monitoring: Director of Counseling & Student Support, Coordinator of Counseling, Campus Administration, Counselors Funding Sources: Character Strong SEL Platform - 289 - Title IV, Part A	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: COUNSELING/STUDENT SUPPORT: Students and parents will be provided with training opportunities, activities and events that assist them with understanding K-12 development of a T-2-4 Graduate through the implementation of the 4E Model. Strategy's Expected Result/Impact: Increased percentage of students pursuing a military, technical, 2-Year or 4-Year credential Staff Responsible for Monitoring: Director of Counseling and Student Support, Coordinator of Counseling, Guidance and Counseling Team	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: COUNSELING: 100% of 8th graders will have an informed four-year plan in Naviance Course Planner aligned to a CTE Program of Study and/or Endorsement selection. Strategy's Expected Result/Impact: With students being informed and intentional about aligning goals, interests and abilities with their future careers, we will increase the number of students prepared to pursue a T-2-4 outcome Staff Responsible for Monitoring: Director of Counseling & Student Support, Coordinator of Counseling, Guidance and Counseling Team	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: COUNSELING: By the end of the junior year, 100% of Juniors will finalize their preliminary post-secondary plan, selecting a T-2-4-M option, and participating in experiences in the senior year that prepares them for their postsecondary aspirations. Strategy's Expected Result/Impact: Finalize students postsecondary career plans and prepare them to transition successfully into a T-2-4 option Staff Responsible for Monitoring: Director of Counseling & Student Support, Coordinator of Counseling, Guidance and Counseling Team	Formative		
	Oct	Jan	Apr





Strategy 5 Details	Formative Reviews		
Strategy 5: COUNSELING: The Guidance and Counseling Department will work with CTE, Fine Arts, Advanced Academics and core academic departments to provide opportunities that promote programs and courses that align with all district offered Programs of Study. Strategy's Expected Result/Impact: Students will be more informed and prepared to maximize their options when selecting courses, a program of study, and an endorsement. Staff Responsible for Monitoring: Director of Counseling and Student Support, Director of CTE, Coordinator of Counseling, Guidance and Counseling Team	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 4: 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





Strategy 1 Details	Formative Reviews		
Strategy 1: SYSTEM OF CARE: Provide year-long Positive Behavior Intervention Supports (PBIS) implementation at seven campuses. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Director of Counseling and Student Support; Coordinator of System of Care; Care Coaches	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: SYSTEM OF CARE: 100% of campuses will utilize the System of Care online request process to request support for students and inform training and campus support decisions Strategy's Expected Result/Impact: Increased alignment of campus and students supports due to data driven , informed decisions based on requests Staff Responsible for Monitoring: Director of Counseling and Student Support; Coordinator of System of Care; Care Coaches Funding Sources: Restorative Practices prof dev - 289 - Title IV, Part A	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: SYSTEM OF CARE: Provide campus training to implement the 1st year of PBIS supports on 5 select elementary and 2 select middle school campuses by June 2022. Strategy's Expected Result/Impact: Increased teacher efficacy in management of students with behavioral challenges Staff Responsible for Monitoring: Director of Counseling and Student Support; Coordinator of System of Care; Care Coaches	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increased partnerships between school teams and Care Coaches to ensure staff training needs are met and student BIPs are implemented with fidelity Staff Responsible for Monitoring: Director of Counseling and Student Support; Coordinator of System of Care; Care Coaches	Formative		
	Oct	Jan	Apr

Strategy 5 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Decrease number of students placed at DAEP for drug/alcohol violations Staff Responsible for Monitoring: Director of Counseling and Student Support; Coordinator of System of Care; AMP Facilitator Funding Sources: AMP - 289 - Title IV, Part A	Formative		
	Oct	Jan	Apr
Strategy 6 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
Strategy 7 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: AB/PASS UNITS: 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. Strategy's Expected Result/Impact: Behavioral progress notes will be reviewed during monthly meetings with Coordinator, Facilitator, Dean and Teachers. Staff Responsible for Monitoring: Director of Special Education	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: SPECIAL EDUCATION: Collaborate with System of Care to ensure consistent processes for student support across MTSS . Strategy's Expected Result/Impact: There will be no interruption of supports to students as they move between tiers of support in the MTSS. Effective data collection will support effective evaluation of student support needs. Staff Responsible for Monitoring: Director of Special Education Director of Counseling and Student Support	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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:

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

Strategy 1 Details	Formative Reviews		
Strategy 1: DYSLEXIA: Continue training of elementary teachers and administrators on identifying signs of dyslexia and dyslexia screening protocols, especially among our bilingual student population. Increase sophistication of campus staff's use of data identifying possibility of dyslexia. Strategy's Expected Result/Impact: Increase in data-informed dyslexia referrals coming from the SSC process Staff Responsible for Monitoring: Lead Dyslexia Intervention Specialist	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: DYSLEXIA: Incorporate early identification for dyslexia into Student Support Committee (SSC) data collection, analysis processes and interventions. Update processes as needed to changes in the State's Dyslexia Handbook. Strategy's Expected Result/Impact: Increase in data-informed dyslexia referrals coming from the SSC process Staff Responsible for Monitoring: Director of Intervention Services, Lead Dyslexia Intervention Specialist	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: DYSLEXIA: Revise implementation and monitor processes for Dyslexia screening for students in grades K & 1 at all elementary schools and provide campus trainings and support. Strategy's Expected Result/Impact: Effective screening and appropriate interventions in place for K-1 students; Data on screening and intervention will be entered into Skyward. Staff Responsible for Monitoring: Director of Intervention Services; Lead Dyslexia Intervention Specialist	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: DYSLEXIA: Ensure collaboration occurs quarterly among Humanities, Special Education, Dyslexia, Multilingual, and campus teams to improve identification and instruction for bilingual students. Strategy's Expected Result/Impact: Increase the number of bilingual and LEP students identified for dyslexia testing and qualifying for dyslexia services. Staff Responsible for Monitoring: Executive Director of Student Support Services, Executive Director of Academic Services Funding Sources: Teacher training - 199 PIC 37 - Dyslexia	Formative		
	Oct	Jan	Apr
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 7: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Update SpringBoard New Mentor Training to embed student core characteristics and develop mentor recruitment strategy. Strategy's Expected Result/Impact: Increase number of mentor/mentee matches by reconnecting with mentor partners; provide new mentor training opportunities for potential mentor volunteers; help mentors understand SBISD Core Characteristics to develop them in students through the mentoring relationship. Staff Responsible for Monitoring: Coordinator for Community Services and Mentoring Programs	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Update and Implement communications plan for SpringBoard to better; inform, support and guide mentors. Strategy's Expected Result/Impact: Continue Mentoring Matters Newsletter, Mentor surveys to measure quality of campus and district support and mentoring presence in Top Ten and District social media. Staff Responsible for Monitoring: Coordinator for Community Services and Mentoring Programs	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Expand resources and experiences that align with SBISD Core Characteristics for mentor and mentee matches to strengthen relationships. Strategy's Expected Result/Impact: Mentor U experiences, coordinate mentor program field trips, provide campuses with resources aligned with SBISD's Core Characteristics to support mentor/mentee relationships. Staff Responsible for Monitoring: Coordinator for Community Services and Mentoring Programs	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 8: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Expand Reading Buddies program to identified schools based on leadership capacity and data-informed need. Strategy's Expected Result/Impact: Student Reading Data, Tutor evaluations, Tutee pre- and post-evaluations, number of schools and students served, and number of virtual tutors engaged Staff Responsible for Monitoring: Coordinator for Strategic Partnerships and Volunteer Programs	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Re-engage and sustain/build programming in partnership with the Barbara Bush Houston Literacy Foundation. Strategy's Expected Result/Impact: Re-engage Reading RoundUp programming and sustain/build My Home Library program at participating schools. Staff Responsible for Monitoring: Coordinator for Strategic Partnerships and Volunteers	Formative		
	Oct	Jan	Apr
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>			

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.

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish Campus Safety Committees on each campus composed of a cross section of stake holders to look at matters related to campus safety Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Associate Superintendent of Administration, Director of Safety and Security Funding Sources: Supplies and Materials - 289 - Title IV, Part A	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Inform principals via e-mail and presentation that campus safety committees will be required on each campus Strategy's Expected Result/Impact: 100% of schools will have an established safety committee Staff Responsible for Monitoring: Director of Safety and Security	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Collaborate with district departments to address safety needs as they occur on individual campuses Strategy's Expected Result/Impact: Each responsible department will address safety needs in a timely manner for each individual campus Staff Responsible for Monitoring: Director of Safety and Security; Principals	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a District Safety Committee comprised of district stake holders and emergency responders as required by SB 11 Strategy's Expected Result/Impact: Maintain committee roster in the District Emergency Operation Plan; meet at least 3 times per year Staff Responsible for Monitoring: Chief of Police	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and refine procedures for small and large scale emergencies Strategy's Expected Result/Impact: Procedures documented in EOP Staff Responsible for Monitoring: Chief of Police	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: The District Safety Committee will review findings from the HCDE school safety audits Strategy's Expected Result/Impact: Address areas of need as a result of campus safety audits Staff Responsible for Monitoring: Chief of Police, Director of Safety and Security, Safety and Risk Manager	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
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 Strategy's Expected Result/Impact: Regularly meet with partners; procedures documented in EOP Staff Responsible for Monitoring: Chief of Police	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: 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.





Strategy 1 Details	Formative Reviews		
Strategy 1: 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 Strategy's Expected Result/Impact: All campus EOPs turned in and filed by September 1st Staff Responsible for Monitoring: Chief of Police, Safety and Risk Manager	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Update campus EOPs annually and train staff at the start of each school year Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs; staff training documents maintained; EOPs submitted by September 1st Staff Responsible for Monitoring: Principals, safety officers, campus safety committees	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Collect and verify that each campus has developed and submitted Campus EOPs Strategy's Expected Result/Impact: 100% of campus EOPs are filed and reviewed Staff Responsible for Monitoring: Director of Safety and Security	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Develop, train, and communicate District-level Emergency Operations Procedures and annexes Strategy's Expected Result/Impact: Standard operating procedures will allow individuals to function effectively during emergency situations Staff Responsible for Monitoring: Chief of Police Director of Safety and Security Funding Sources: Professional Development - 289 - Title IV, Part A	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: 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.





Strategy 1 Details	Formative Reviews		
Strategy 1: Develop reunification procedures that align with best practices as outlined by the Texas School Safety Center and the I Love You Guys Foundation Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Director of Athletics	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct reunification drill during the fall semester and complete an "after action review" Strategy's Expected Result/Impact: Refine reunification drill procedures if needed Staff Responsible for Monitoring: Director of Athletics	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Use Raptor Technologies to facilitate the reunification process Strategy's Expected Result/Impact: Conduct reunification drill to pilot and test feasibility of the Raptor system Staff Responsible for Monitoring: Director of Athletics	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Contract with Black Swan Emergency Management to support emergency response efforts Strategy's Expected Result/Impact: Approved contract; written procedures established Staff Responsible for Monitoring: Associate Superintendent for Community Relations	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
Strategy 5: Update and refine SBISD Crisis Communications plan, to include Black Swan and an expanded database of crisis communications templates Strategy's Expected Result/Impact: SBISD Crisis Communications Plan Staff Responsible for Monitoring: Director for Communications	Formative		
	Oct	Jan	Apr

Strategy 6 Details	Formative Reviews		
Strategy 6: Attend standard response protocol training Strategy's Expected Result/Impact: Refine reunification drills Staff Responsible for Monitoring: Director of Safety and Security Funding Sources: Professional Development - 289 - Title IV, Part A	Formative		
	Oct	Jan	Apr
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 4: 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





Strategy 1 Details	Formative Reviews		
Strategy 1: Provide training to staff and students on ways to prevent and/or slow the spread of viruses and other infectious diseases. Strategy's Expected Result/Impact: Training completed by staff and students Staff Responsible for Monitoring: Director of Safety and Security	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor cases of viruses and other infectious diseases at individual campuses throughout the district. Strategy's Expected Result/Impact: Schools kept open Staff Responsible for Monitoring: Director of Safety and Security	Formative		
	Oct	Jan	Apr
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Goal 5: 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





Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure information related to school and family engagement programs, processes, procedures, meetings, and other activities is provided to families in a format and, to the extent practicable, in a language they can understand. Strategy's Expected Result/Impact: Implementation of SBISD Translation and Interpretation Procedure Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement Funding Sources: Personnel, Materials - 211 - Title I, Part A - \$55,000, Personnel, Materials - 255 - Title II, Part A - \$12,500	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Build staff capacity to implement Family E3 framework and foster effective family-school partnerships at the campus and district levels. Strategy's Expected Result/Impact: Professional development opportunities and access to resources for best practices. Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Reinforce customer service commitments through staff professional development, including Share a Smile Conference. Strategy's Expected Result/Impact: Customer Service Conferences, Panorama Survey Results Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement Funding Sources: Personnel, Materials - 255 - Title II, Part A - \$12,500, Personnel, Materials - 211 - Title I, Part A - \$55,000	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Expand Panorama Family Survey responses and share the feedback received with families. Strategy's Expected Result/Impact: Communications plan, Panorama Family Survey responses Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide Parent U events to grow and develop parent capacity to support their children's academic and social and emotional development. Strategy's Expected Result/Impact: Parent U attendance and evaluation data Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement Funding Sources: Personnel, Materials - 255 - Title II, Part A - \$12,500, Personnel, Materials - 211 - Title I, Part A - \$55,000	Formative		
	Oct	Jan	Apr

Strategy 6 Details	Formative Reviews		
Strategy 6: Facilitate family education and engagement workshops in support of Family E3 Framework. Strategy's Expected Result/Impact: Attendance and evaluation data Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement Funding Sources: Personnel, Materials - 211 - Title I, Part A - \$55,000, Personnel, Materials - 255 - Title II, Part A - \$12,500	Formative		
	Oct	Jan	Apr
Strategy 7 Details	Formative Reviews		
Strategy 7: Develop and implement family literacy supports targeting parents/guardians of primary grades in support of the Family E3 Framework and Superintendent's priorities. Strategy's Expected Result/Impact: Parent Guide and supporting resources will be disseminated, Parent U opportunities Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement Coordinator for Strategic Partnerships and Volunteer Programs	Formative		
	Oct	Jan	Apr
Strategy 8 Details	Formative Reviews		
Strategy 8: Expand implementation plan for FLIP at 9 elementary sites in support of the Family E3 Framework. Strategy's Expected Result/Impact: FLIP program implemented at 9 catalyst elementary schools Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement Coordinator for Strategic Partnerships and Volunteer Programs Funding Sources: Personnel, Materials - 211 - Title I, Part A - \$55,000, Personnel, Materials - 255 - Title II, Part A - \$12,500	Formative		
	Oct	Jan	Apr
Strategy 9 Details	Formative Reviews		
Strategy 9: Support awareness of SBISD Core Characteristics within Family E3 programing. Strategy's Expected Result/Impact: Increase awareness and articulation of Core Characteristics Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement	Formative		
	Oct	Jan	Apr
Strategy 10 Details	Formative Reviews		
Strategy 10: Collaborate with Communities in Schools (CIS) CIS campus-based staff to support family engagement efforts on campuses. Strategy's Expected Result/Impact: Improved family engagement practices Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement Coordinator of Community Services and Mentoring Programs	Formative		
	Oct	Jan	Apr
Strategy 11 Details	Formative Reviews		
Strategy 11: HEALTH FITNESS: Sustain and elevate the coordinated approach of the District School Health Advisory Council which offers customized support for every child, staff and family member. Strategy's Expected Result/Impact: SHACs assist the districts in ensuring that local community values are reflected in health education instruction. Increase participation of parents and community stakeholders to reinforce the knowledge and skills children need to stay healthy for a lifetime. Staff Responsible for Monitoring: Director of Health Fitness	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: 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





Strategy 1 Details	Formative Reviews		
Strategy 1: SPECIAL EDUCATION: Provide at least 4 parent training opportunities through Parent U and specific special education parent meetings. Strategy's Expected Result/Impact: Parents will be effective partners in supporting their children with disabilities in their educational process. Staff Responsible for Monitoring: Director of Special Education	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: 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





Strategy 1 Details	Formative Reviews		
Strategy 1: Sustain monthly partner convening model to re-engage with partner base and align partner efforts to district / campus needs. Strategy's Expected Result/Impact: Number of partners attending monthly convenings ; Number of campus needs met Staff Responsible for Monitoring: Coordinator for Strategic Partnerships and Volunteers	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and implement a communications plan for Key Communicators Network Strategy's Expected Result/Impact: Communications plan developed and followed Staff Responsible for Monitoring: Coordinator for Strategic Partnerships and Volunteers, Communications Director	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Good Neighbor Task Force recommendations including the development of a newsletter and more frequent strategic communications. Strategy's Expected Result/Impact: Three times / year newsletter, monthly communications ; Number of Class of 2022 Good Neighbors; Number of Campus Needs Met Staff Responsible for Monitoring: Coordinator for Strategic Partnerships and Volunteers	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Host a Partner Summit to introduce partners to Core Characteristics of a T-2-4 Ready Graduate and align engagement efforts to identify strengths and gaps. Strategy's Expected Result/Impact: Attendance at Partner Summit; Development of partner Action Plans to support development of Core Characteristics Staff Responsible for Monitoring: Coordinator for Strategic Partnerships and Volunteer Programs	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
Strategy 5: Sustain, deepen and grow partner and volunteer programming opportunities in alignment with current district priorities, goals and initiatives. Strategy's Expected Result/Impact: T-2-4 aligned community engagement opportunities in support of priorities and initiative Staff Responsible for Monitoring: Coordinator for Strategic Partnerships and Volunteers	Formative		
	Oct	Jan	Apr

Strategy 6 Details	Formative Reviews		
Strategy 6: CAREER AND TECHNICAL EDUCATION: Launch our Business and Industry Framework to recruit Business/Industry and College Partners. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Increase the number of Business/Industry and College Partners who commit to the framework by 20% 2020-21-20 Partners Staff Responsible for Monitoring: Director of Career and Technical Education	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Realign Program Model based on Board of Trustee and Cohort I participant feedback. Strategy's Expected Result/Impact: Program model updated and ready for Spring 2022 launch Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Plan and implement Program Sessions for Spring 2022. Strategy's Expected Result/Impact: Meetings agendas and evaluations Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Recruitment efforts designed to attract a diverse instructional and non-instructional staff by building university, ACP and business partnerships Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Directors of Talent & Support Services	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Attend job fairs, participating in panel discussions and by researching, advertising and marketing SBISD through multiple venues to attract quality candidates. Strategy's Expected Result/Impact: Increase the number of qualified applicants Staff Responsible for Monitoring: Directors of Talent & Support Services Recruiters Funding Sources: Recruitment - 255 - Title II, Part A - \$85,000	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Train administrators regarding district compensation plan on how to communicate and respond to their employees. Strategy's Expected Result/Impact: Competitive compensation and benefits to attract staff Staff Responsible for Monitoring: Executive Director of Talent Director of Personnel Services	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Design and market clear career pathways and opportunities based on competencies. Strategy's Expected Result/Impact: Align career pathways through job descriptions and competency maps Staff Responsible for Monitoring: Executive Director of Talent Directors of Talent & Support Services	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
Strategy 5: Monitor salaries and benefit packages of surrounding districts to ensure the district's compensation and benefits offerings remain competitive. Strategy's Expected Result/Impact: Competitive compensation and benefits to attract staff	Formative		
	Oct	Jan	Apr





Staff Responsible for Monitoring: Executive Director of Talent Director of Personnel Services			
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Goal 6: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate with Academics and Administration to develop and design high-quality and personalized professional development. Strategy's Expected Result/Impact: Data that reflects employees increased participation, satisfaction and requests for on-going personalized professional learning Staff Responsible for Monitoring: Associate Superintendent of Administration & Talent Executive Director of Talent Directors of Talent & Support Services Community Superintendents	Formative		
	Oct	Jan	Apr





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Goal 6: 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.





Strategy 1 Details	Formative Reviews		
Strategy 1: Focus retention efforts by continuing 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. Strategy's Expected Result/Impact: Less teacher turnover Staff Responsible for Monitoring: Executive Director Directors of Talent & Support Services Facilitator of Induction and Retention Funding Sources: Mentor Facilitator - 255 - Title II, Part A - \$65,295	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide flexible staffing to campus leaders by continuing to offer the OC-TX model. Strategy's Expected Result/Impact: Flexible staffing plans to meet campus needs Staff Responsible for Monitoring: Executive Director of Talent Directors of Talent & Support Services Staffing Officer	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Rebuild the mentoring program for teachers by providing quality professional learning, observation time and coaching. Strategy's Expected Result/Impact: Training records and increased retention rate Staff Responsible for Monitoring: Executive Director of Talent Directors of Talent & Support Services Facilitator of Induction and Retention	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Build and support administrators' capacity to provide meaningful coaching and feedback for employees in efforts to impact and improve retention. Strategy's Expected Result/Impact: Increase retention Staff Responsible for Monitoring: Associate Superintendent of Administration & Talent Executive Director Community Superintendents	Formative		
	Oct	Jan	Apr

Strategy 5 Details	Formative Reviews		
Strategy 5: READING/ELA (K-5): Support teachers in their implementation of Units of Study by providing Literacy Instructional Specialists to deliver on-site coaching Strategy's Expected Result/Impact: Increase retention of elementary ELA teachers Staff Responsible for Monitoring: Director of Humanities K-5	Formative		
	Oct	Jan	Apr
Strategy 6 Details	Formative Reviews		
Strategy 6: SCIENCE: Provide teacher leadership and science content knowledge training through Elementary Science Institute and Secondary Science Lead Teacher Cohort Strategy's Expected Result/Impact: Increase retention of science teachers Staff Responsible for Monitoring: Director of Science Funding Sources: Professional development and resources - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 7 Details	Formative Reviews		
Strategy 7: MULTILINGUAL: Support teachers who seek ESL or bilingual certification by providing study sessions in preparation for state certification exam Strategy's Expected Result/Impact: Increase the number of teachers completing ESL certification exam Staff Responsible for Monitoring: Director of Multilingual	Formative		
	Oct	Jan	Apr
Strategy 8 Details	Formative Reviews		
Strategy 8: HEALTH FITNESS: Support Health Fitness Assistants who seek physical education certification by providing study sessions in preparation for state certification exam. Strategy's Expected Result/Impact: Increase the number of assistants completing Physical Education certification exam to becoming certified Health Fitness teachers. Staff Responsible for Monitoring: Director of Health Fitness	Formative		
	Oct	Jan	Apr
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Goal 6: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Onboarding process to increase employee engagement through beginning and mid-year district hire orientation. Strategy's Expected Result/Impact: Review and analyze surveys, talent and professional learning data Staff Responsible for Monitoring: Directors' of Talent & Support Services	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide job-embedded experiences through campus/department engagement. Strategy's Expected Result/Impact: Needs assessment through survey and direct contact with campus/department leaders. Campus/Dept Onboarding handbook Staff Responsible for Monitoring: Directors' of Talent & Support Services Campus/Dept. Administrators Community Superintendents	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide job-embedded experiences through an understanding of performance management through competency maps. Strategy's Expected Result/Impact: Refine competency maps. Data on performance management Staff Responsible for Monitoring: Executive Director of Talent Directors of Talent & Support Services Manager of Special Project	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide job-embedded experiences through participation in district initiatives and events. Strategy's Expected Result/Impact: Job-embedded experiences through departments. Analyze data on the participation in the district initiative and events Staff Responsible for Monitoring: Executive Director of Talent Directors of Talent & Support Services Manager of Special Projects	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development on instructional leadership and creating strong Professional Learning Communities at principal and AP meetings, Leadership U, and summer conferences. Strategy's Expected Result/Impact: Increase the number of internal applicants selected for leadership positions Staff Responsible for Monitoring: Associate Superintendent of Academics Associate Superintendent of Administration and Talent Community Superintendents	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Convene a Leadership Development Continuum Committee to design a multi-year plan to grow-our-own administrators. Strategy's Expected Result/Impact: Create an aspiring principal timeline of experiences Staff Responsible for Monitoring: Associate Superintendent of Academics Associate Superintendent of Administration and Talent Community Superintendents	Formative		
	Oct	Jan	Apr
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Goal 6: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Personality Insights assessment and training with Senior Staff and district central office leadership team. Strategy's Expected Result/Impact: Future-Focused Culture expectations articulated, Culture Team re-configured, implementation plan developed, measurement strategy for assessment Staff Responsible for Monitoring: Superintendent of Schools Associate Superintendent for Community Relations	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop onboarding framework to support articulated desired organizational culture. Strategy's Expected Result/Impact: Onboarding Framework developed Staff Responsible for Monitoring: Superintendent of Schools	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Core Values Branding and Marketing Resources for Campuses. Strategy's Expected Result/Impact: Core Values "Swag" in place on campuses Staff Responsible for Monitoring: Communications Director	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and Implement Xtra Credit Marketing Plan Strategy's Expected Result/Impact: Number and quality of Xtra Credit offerings Staff Responsible for Monitoring: Coordinator for Strategic Partnerships and Volunteer Programs	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Expand Employee awareness of Xtra Credit and XtraXtra Credit offerings Strategy's Expected Result/Impact: Number and quality of Xtra Credit offerings Staff Responsible for Monitoring: Coordinator for Strategic Partnerships and Volunteer Programs	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Update Teachers Driving Success Communications Plan to account for in-person recognition opportunities. Strategy's Expected Result/Impact: Program and Communications Plan developed. Staff Responsible for Monitoring: Coordinator for Strategic Partnerships and Volunteer Programs	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Sustain the Teachers Driving Success throughout the 2021-22 school year. Strategy's Expected Result/Impact: Nominations received and teacher selected monthly Staff Responsible for Monitoring: Coordinator for Strategic Partnerships and Volunteer Programs	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain an "A" superior rating in Financial integrity Rating System of Texas Strategy's Expected Result/Impact: School FIRST Rating - Aug 2021 and Annual Audit. Staff Responsible for Monitoring: CFO & Controller	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to maintain an unmodified opinion for the district's annual external audit report Strategy's Expected Result/Impact: Clean Opinion on annual audit Staff Responsible for Monitoring: Director of Accounting Controller	Formative		
	Oct	Jan	Apr
			
 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 2: BOND PROGRAM: Effectively manage bond program finances.



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






Strategy 1 Details	Formative Reviews		
Strategy 1: Structure bond sales in order to minimize scheduled P & I payments and True interest cost - TIC Strategy's Expected Result/Impact: Bond Sales according to established timeline and projected bond progress Staff Responsible for Monitoring: CFO & Controller	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Maintain underlying unenhanced bond ratings of AA by S & P and Aa1 by Moody's Strategy's Expected Result/Impact: S & P - AA rating and Moody's Aa1 ratings. Staff Responsible for Monitoring: CFO & Controller	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Meet all post issuance compliance & continuing disclosure requirements Strategy's Expected Result/Impact: S & P - AA rating and Moody's Aa1 ratings. Post issuance compliance worksheets Staff Responsible for Monitoring: CFO & Controller	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
			
 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 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





Strategy 1 Details	Formative Reviews		
Strategy 1: Budget development based on Board of Trustee's Goals and District Priorities. Strategy's Expected Result/Impact: Adoption of the fiscal budget to meet the Board of Trustee's Goals Staff Responsible for Monitoring: CFO, Controller & Budget Accountant	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Align Modified Zero Based Budgeting presentations to T-2-4 needs with budget request and enrollment Strategy's Expected Result/Impact: Adoption of fiscal budget to meet instructional needs Staff Responsible for Monitoring: CFO, Controller & Budget Accountant	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Monitor revenue & expenditures by preparing the monthly Budget Status Report Strategy's Expected Result/Impact: Approval of the Budget Status Report by the Board of Trustees Staff Responsible for Monitoring: CFO, Controller & Budget Accountant	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Monitor PEIMS student data to ensure the District is maximizing state funding Strategy's Expected Result/Impact: Summary of Finance Report - TEA Staff Responsible for Monitoring: CFO, Controller, Budget Accountant & Finance & Business Analyst	Formative		
	Oct	Jan	Apr
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Monitor state legislature to anticipate funding concerns Strategy's Expected Result/Impact: Adjusting budget to align with legislation Staff Responsible for Monitoring: CFO, Controller & Budget Accountant	Formative		
	Oct	Jan	Apr

						
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>						

Goal 7: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure all district issued staff devices are less than five years old. Strategy's Expected Result/Impact: 100% of staff devices are less than five years old. Staff Responsible for Monitoring: Manager of Bond Technology Bond Projects Funding Sources: Miscellaneous contracted services - 2017 Bond Funds	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Extend network access while upgrading safety & security districtwide. Strategy's Expected Result/Impact: 100% of district facilities with completed outdoor Wi-Fi coverage. On time/on-budget implementation of network firewall upgrade. On time/on-budget implementation of storage upgrade. Staff Responsible for Monitoring: Technology Ex. Director Manager of Bond Technology Bond Projects Funding Sources: Miscellaneous contracted services - 2017 Bond Funds	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Upgrade Network & Infrastructure equipment districtwide. Strategy's Expected Result/Impact: On time/on-budget implementation of switch upgrades. On time/on-budget implementation of wireless upgrades. Staff Responsible for Monitoring: Technology Ex. Director Manager of Bond Technology Bond Projects Funding Sources: Miscellaneous contracted services - 2017 Bond Funds	Formative		
	Oct	Jan	Apr
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Goal 7: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: 95% of tickets resolved within designated SLAs 4.5 or greater satisfaction rating Staff Responsible for Monitoring: Technology Ex. Director Directors Funding Sources: Miscellaneous contracted services - 199 PIC 99 - Undistributed	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement districtwide cybersecurity professional development. Strategy's Expected Result/Impact: State certified cybersecurity professional development program. 100% completion by all employees and Board of Trustees by deadline. Staff Responsible for Monitoring: Technology Ex. Director	Formative		
	Oct	Jan	Apr
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 7: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide timely, accurate information regarding district operations for internal and external stakeholders Strategy's Expected Result/Impact: Communications Plan, Website Content, State of Schools Staff Responsible for Monitoring: Communications Director	Formative		
	Oct	Jan	Apr
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			