



District Improvement Team
Thursday, September 5, 2019
5:00 – 7:00 pm
Wayne Schaper Leadership Center – Board Room
AGENDA

Welcome and Introductions

Linda Buchman, Associate Superintendent for
Community Relations

Approval of Minutes

Linda Buchman, Associate Superintendent for
Community Relations

DIT Roles and Responsibilities

TEC §11.251 & §11.252
BQA (Legal) & (Local)

Linda Buchman, Associate Superintendent for
Community Relations

Superintendent's Welcome and Priorities

Dr. Jennifer Blaine, Superintendent of Schools

District Improvement Plan Process and Goal Input

Dr. Kristin Craft, Associate Superintendent for
Academics & Lawanda Coffee, Director of
External Funding & Compliance

2019-20 DIT Meeting Dates:

Thursday, October 3
Thursday, November 7
Thursday, December 6
Thursday, January 9
Monday, January 27, 2020 Board Meeting
Thursday, February 6
Thursday, March 5
Thursday, April 2
Thursday, May 7



District Improvement Team (DIT) Meeting
Thursday, May 2, 2019
5:00 – 7:00 p.m.
MINUTES

Meeting Start Time: 5:00 PM

Meeting End Time: 6:44 PM

Member Attendance: Scott Muri, Minda Caesar, Chris Vierra, Angelica Oprea, Jessica Licarione, Mary McGuire, Holly Saunders, Michelle Nguyen, Maria Solorzano, Charlotte Fisher, Betty Smith, Clifford Nickle, Carrie Campbell-Bishop, Mary Reed, Leslie Marquez, Warren Sloan, Elizabeth Kimzey, Tammy Hampton

Percent of DIT Members in Attendance: 45%

Non-member Attendance: Elliott Witney, Rebecca Brown, Lawanda Coffee, Bryan Williams, Kristin Craft, Jennifer Parker, Lance Stallworth, Patricia Kassir, Luna Nguyen

Welcome

Elliott Witney, Associate Superintendent of Academic Design and Performance, welcomed the District Improvement Team (DIT) to the sixth meeting of the 2018-2019 school year. He noted that after DIT elections, there are several new members who will be joining in the fall and several who are transitioning out of their positions, for whom this is their last DIT meeting. Witney introduced Scott Muri who briefed the DIT on his testimony in Austin during the current legislative cycle.

Approval of Minutes

Witney asked the DIT to review and approve the March 2019 meeting minutes. As no changes were recommended, Mary Reed motioned to approve the minutes. The minutes were unanimously approved.

Scott Muri's Update

Muri provided an update on School Finance Bills for which he will testify in Austin this week. Currently, there are two parallel bills, House Bill 3 (HB3) and Senate Bill 2 (SB2). Muri will be advocating for HB2, which provides more funding for the Basic Allotment and special populations like Dyslexia. Both bills have provisions for extra compensation but in HB3, every District employee will be able to receive raises, whereas SB2 only allows for raises for teachers and librarians. In addition, SB2's provisions on pay raises is a time-limited incentive, whereas the HB2 would allow a permanent salary increase. Muri will also testify against to SB2's provisions on outcomes based funding, which in practice would not allocate proportional resources to the neediest students. Finally, SB2's provisions around merit based pay would

reward individual teachers whose students are highest performing rather than encouraging the kinds of collaboration that SBISD teachers engage in to best serve every child.

Oprea asked about the merit-based pay plan and how that would disincentivize teaching students with special needs. Muri echoed her concerns.

Hampton asked whether Muri has a sense of how legislators are leaning. Muri responded that legislators are trying to come up with a consensus with tweaks from each bill. Until the bill is across the line, we will not know how legislators are leaning. He noted that the Senate will review their bill and send it to the House tomorrow. They will talk in committee to try to reach consensus bill, ideally, by May 27. Muri encouraged members of the DIT to contact their legislators as advocates for SBISD students.

Muri updated the committee on the upcoming transition in leadership. The past four years have been a great opportunity to make a good District even better. Muri shared about the opportunity to serve in Odessa. Muri was named the lone finalist for Superintendent of Ector County ISD but will continue his leadership of SBISD. May 14 is the scheduled date to formalize a contract with Ector County ISD. This week, Muri will work with Board of Trustees and the District's legal counsel to determine next steps, including possibly hiring an interim or hiring a permanent Superintendent either internally or externally. Once Muri makes a decision, the Board of Trustees can proceed with these next steps. June 30, 2019 would be the final day as Superintendent of SBISD before starting on July 1, 2019.

Coopriider asked if the Board of Trustees can begin searching for a permanent Superintendent now. Muri responded that they would need to engage in a 4-6 month long search process. Trustee Chris Vierra said that a nationwide search is best timed to start in October through January and Trustee Minda Caesar said that they will not begin searching officially until Muri's official decision is made and contract is finalized.

Muri thanked the DIT. He shared his appreciation for the group's work, particularly on their groundbreaking work in enabling District of Innovation status.

District Improvement Plan and Every Student Succeeds Act (ESSA) Entitlements

Witney introduced Lawanda Coffee, the Director of External Funding & Compliance. Coffee reviewed the 2019-2020 District Improvement Plan's (DIP) federal funding allocations. In the DIP, the stated goals will be the same as those presented to the DIT in the September 2018 meeting: Learning Ecosystem, Extraordinary People, Customized Supports, Resilient Foundation. These goals align with the District's Strategic Plan as well as TEA priorities. In the Fall, DIT will meet again with specific performance objectives and strategies aligned to these goals. Coffee reviewed the purpose of each of the four entitlement funds and the District's request for 2019-2020. *Title 1 Part A*: 30 campuses are eligible for this funding which can be used to support the whole school. Under ESSA, funds can be used to support well-rounded education, which includes physical education, flexible seating, etc. Reed asked for examples of flexible seating. Coffee responded that this means items such as bean bag chairs, exercise balls, and reading centers. Sloan said that the Spring Branch Education Foundation just funded some campus requests for flexible seating. SBISD proposed \$10,114,376 and TEA has approved all of requested funds. These funds will also be used for summer School, Pre-K Support, homeless student supports. CIS, staff development, instructional resources. A small portion is allocated to a private school within District boundaries, St. Jerome's. Tammy asked how the private school funding is determined. Coffee responded that poverty allocations are based on which students and schools are within District boundaries, which includes St. Jerome's, but that the amount transferred is marginal. Witney reminded DIT that since Title Funding determinations are based off of census information, we have an obligation to remind people to fill out census in order to have an accurate count of families.

Title II Part A: These funds are used for campus- and District-level Supplemental Professional Development and also includes resources for parental involvement and teacher recruitment. The proposed allocation is \$1,176,023.

Title III: These funds are used solely to support English Learners (EL). This includes EL Professional Development, Welcome Center support, and Pre-K for EL. The proposed allocation is \$1,083,754.

Title IV, Part A. These funds are used to provide opportunities for well-rounded education. This includes health and safety and personalized learning opportunities through technology. SBISD uses these funds to provide mental health supports, community engagement through Communities in Schools and Crisis intervention officers. The proposed allocation is \$740,520.

TEA has four key priorities that title funds support. For 2019-2020 TEA will add a new priority around family and parent engagement.

ESSA Goal Setting: ESSA requires Districts set 5 year goals. SBISD aims to build a strong foundation in reading and math to support the goal: By June 2022, at least 59% of SBISD students will demonstrate College readiness. Reed asked whether this goal is high, especially compared to HISD. McGuire pointed out the in Muri's presentation weeks ago, he highlighted that SBISD's college readiness data is high compared to others in the State. Witney provided additional framing that our District's goal is ambitious, given that across Texas, 1 in 5 students need remediation. Saunders asked about which professional development opportunities are provided by Title II. Coffee responded that campuses are able to use their Title budgets to invest in professional development related to campus goals. At the District level, Title II helps provide district-wide PD such as Level Up. Saunders asked if the District provides any guidance to campuses on available and relevant PD. Coffee responded that Community Superintendents often provide guidance to principals. Parker explained that often campus leadership works with Community Superintendents and the Campus Improvement Team to identify valuable PD opportunities that are aligned with campus goals set forth in the Campus Improvement Team. Whatever is not spent typically goes back to district. Coffee gave her contact information for questions. Witney thanked Lawanda for her clear and thorough explanation of Title Funding and ESSA requirements.

Code of Conduct

Parker divided the DIT into small groups to provide feedback on changes to the Handbook. As Community Superintendents, Williams and Parker lead committees annually review the Code of Conduct. They started the review process in November with guidance from the legal department and feedback from middle and high school principals. The Code of Conduct aims to ensure students can best learn in a safe environment, with consideration towards restorative practices and students' continuous improvement. DIT will review as representatives from the community for feedback. Parker provided high level scope of the document before giving details listed in the attached handouts.

Licarione asked whether cyberbullying that occurs outside of school is within jurisdiction. Parker responded that there is school staff's discretion on this, especially if there is spillover into campus bullying. Betty and Coopriider asked for clarification on whether a marijuana possession situation can be referred to local law enforcement. Parker responded that police cannot write tickets for Class C misdemeanors, only for felonies. Hampton clarified that if misdemeanor occurs off campus, police have jurisdiction. Parker confirmed.

Coopriider asked who funds First Offender program. Parker responded that the District covers the cost, and that principals assign students to the program. Smith asked whether DAEP assignment is 45 days or 30 days. Parker responded that a first offense may limit the time off campus to 30 days. Witney said that

the District wants students to learn from mistakes while continuing to learn academically. The District also wants to apply the consequences equitably. Smith noted that this year, the process of completing assignments while at DAEP has been streamlined, thanks to the online system, and she is seeing much more students complete assignments. Williams noted that the principal will appreciate that feedback. Parker invited DIT to submit feedback on the draft. DIT members were given time to annotate the revisions with their feedback, which was collected after discussion.

Student Handbook

Witney introduced Lance Stallworth, Director of Student Support Services, who led a review of the Student Handbook. The Handbook is largely driven by State and Federal laws and regulations. Beginning in February, each department lead reviews sections relevant to their work. As the Texas Legislature is coming to the end of the legislative session, and as new laws are passed, there may be additional changes or addendums as we make revisions, the District will send these changes out. Stallworth gave an overview of the revisions.

Reed asked which schools actually enforce the dress code. Smith and Oprea said that their campuses, SWHS and Northbrook HS, enforce the dress code and ask students who are not in compliance to change.

Kimzey noted that course catalog was, in some places inaccurate. Some courses listed were not actually offered. Stallworth asked for follow-up on specific courses so that he may address any inaccuracies.

Closing

Witney closed by thanking the DIT for attending and for providing input. Witney noted that there will be newly elected and appointed members joining in the Fall. Spring Branch will hold an orientation in the Fall for new members. Witney would like to encourage student engagement and will join Patricia Kassir to meet in person with newly appointed students to acknowledge the value of their voices. Some of the 2018-2019 members will be leaving DIT after tonight. As a thank you, Witney shared poem about the behavior of water and reflected on how the DIT, like water, operates with focus, certainty, and fluidity towards a larger objective.

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

Committee

A district's policy and procedures shall establish a district level planning and decision-making committee as provided by Education Code 11.251(b)–(e).

The committee shall include representative professional staff, parents of students enrolled in the district, business representatives, and community members. *Education Code 11.251(b)*

Professional Staff

A board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the district-level committee. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members.

Education Code 11.251(e)

Parents

Board policy shall provide procedures for the selection of parents to the district-level committee.

For purposes of establishing the composition of the committee:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of a district is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

Education Code 11.251(c), (e)

**Business
Representatives and
Community
Members**

Board policy must provide procedures for the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

The committee shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district.

Community members must reside in the district and must be at least 18 years of age.

Education Code 11.251(b), (c), (e)

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

Meetings

A board shall establish a procedure under which the district-level committee holds regular meetings. The board or designee shall periodically meet with the district-level committee to review the committee's deliberations. *Education Code 11.251(b)*

Public Meetings

The district-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from TEA for the purpose of discussing the performance of a district and the district performance objectives. *Education Code 11.252(e)*

Communications

District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. *Education Code 11.252(e)*

Consultation

A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program. *Education Code 11.252(f)*

Responsibilities

District Plan

The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. *Education Code 11.252(a)* [See DISTRICT IMPROVEMENT PLAN at BQ(LEGAL)]

Each school district shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a), conducted biennially, to review and revise, as appropriate, the district-level improvement plan, and for other purposes, as appropriate to enhance the district learning environment. *Education Code 7.065(e)*

Dropout Prevention
Review

A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
 - a. Do not complete the program,
 - b. Complete the program but do not take the high school equivalency examination, or

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DISTRICT-LEVEL

BQA
(LEGAL)

- c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan.

Education Code 11.255

Staff Development

For staff development under Education Code 21.451(a), a district may use district-wide staff development developed and approved through the district-level decision process. *Education Code 21.451(c)* [See DMA]

Note: See BF for information on the committee's role in requesting waivers.

District Improvement Team (DIT)

The District Improvement Team (DIT) is composed of certified campus professionals, District-level staff, parents of students enrolled in the District, students, community members, and business representatives. With a focus on District improvement, the committee is named the District Improvement Team. This team has defined roles in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization in accordance with Texas Education Code 11.251.

DIT Overview of Responsibility

In compliance with Education Code 11.251, the District-level committee (DIT) shall advise the Board or its designee in establishing and reviewing the District's educational goals and objectives, and major District-wide classroom instructional programs. The committee shall serve in an advisory role, except that the committee shall approve staff development of a District-wide nature. [See BQ and BQA]

This policy shall not limit the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist in instructional planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

Waivers

The DIT shall provide comments on District-level waivers prior to the Board's approval and submission to the commissioner of education ("commissioner"), as required by Education Code 7.056(b)2.

DIT Representation-Definitions

The DIT, serving in an advisory role, shall consist of a combination of certified professional staff representatives from both the District and campus level and nonschool members comprised of parents, community members, and business representatives.

DIT Composition of Membership

The DIT shall consist of 37 members elected/selected by lottery. The composition of the membership shall be 15 teaching positions, three nonteaching positions, one principal, and one District liaison. There shall be 12 parents, two business representatives, and three community members. [See BQA(EXHIBIT) A and B]

In addition, the Superintendent shall be the Board's designee and one Board member shall serve as the liaison on the committee.

Additionally, there shall be six nonvoting high school student members, selected by their home campus, who shall serve for a term of one year.

DIT Procedures for Members Chosen by Election

The consent of each nominee shall be obtained before the person's name appears on the ballot. The Superintendent shall appoint an election committee to oversee campaign and election issues. The campaign period shall extend for at least ten working days during February of each year with the District-wide election date and lottery drawing being set before the last working day in

February. Campaigning shall be limited to production and single distribution of a District-developed candidate information form.

The District-wide election shall be conducted by Group 1/Group 2/Group 3 on the District's website. The appointed District election committee shall mediate campaign and election issues as they arise and canvass the results. The candidates with the highest number of votes within their groups shall be declared the winner(s) and those with the next highest vote total shall serve as an alternate(s) in the event of a vacancy. Vacancies may be filled before the next election. Ties shall be broken by drawing lots. The winners' names shall be published on the DIT's website at the first available opportunity.

Certified Campus-Level Professional

For the purposes of this policy, a campus-level professional staff member is a certified staff member who is assigned at least half-time to a particular campus and who is elected by other certified staff members at the campus level.

Certified District-Level Professional

A District-level professional staff member shall be defined as a certified staff member who has responsibilities at more than one campus, including, but not limited to, central office staff. The Superintendent's senior staff shall elect one District-level professional to serve as the District liaison.

Responsibilities of District-Level Professionals

District-level professional staff members are elected to serve the DIT in a liaison roll. Liaisons serve to:

1. Promote systematic channels for effective communication among District stakeholders;
2. Support the implementation and follow-up regarding initiatives and actions for the Five-Year Educational Plan;
3. Provide opportunity to collaborate and plan for increased student performance toward meeting specific student performance objectives at both the campus and District levels, inclusive of special needs students;
4. Make connections among various educational programs, services, strategies, and learning opportunities across campuses, such as Title I and other federal programs;
5. Link federal and state regulations as they relate to student performance;
6. Align staff development efforts at both the District and campus levels with District and state goals, objectives, and major initiatives; and
7. Promote organizational development and effectiveness.

**Members Chosen by
Lottery**

Parent, community, and business members shall be selected by use of a lottery of all eligible applicants. DIT members may not serve a second two-year term without sitting out one two-year term.

Parent
Representatives

Parent representatives shall be defined according to the following:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of the District is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.
4. A parent is not considered a representative of business members on the committee.

The 12 parent representatives shall include an elementary, middle, and high school parent from each group (nine total from Group 1, Group 2, and Group 3) and three parent representatives who reflect parent involvement on other District committees and standing meeting groups.

1. One parent from the District Council of Parent Teacher Associations (PTA).
2. One parent from special education programs.
3. One parent from gifted and talented programs.

[See DIT's website]

Community
Representatives

Community members must reside in the District and must be at least 18 years of age.

As a means of ensuring participation that represents the District's diversity, community members shall reflect business and community involvement from District committees and standing meeting groups.

Community representatives shall be selected from each of the following organizations:

1. One member from the Volunteer Advisory Board (VAB) or District volunteer program.
2. One member from the Spring Branch Education Foundation (SBEF).
3. One member from the Title I Parent Advisory Committee.

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(LOCAL)

	<p>Community representatives may serve a two-year term and may not serve a second two-year term without sitting out one two-year term.</p>
<p>Business Representatives</p>	<p>A business representative is defined as anyone representing a business who has a regular and supportive relationship with students in the District as a Good Neighbor business partner or District business partner. The inclusion of a business member is without regard to whether the representative resides in the District or whether the business is located in the District. A business representative may not be a parent of a current District student.</p> <p>As a means of ensuring participation that represents the District's diversity, business members shall reflect business and community involvement from District committees and standing meeting groups.</p> <p>Two business representatives shall be selected and may serve a two-year term. Business representatives may not serve a second two-year term without sitting out one two-year term.</p>
<p>Elected / Selected by Lottery</p>	<p>Election of certified professional staff and the selection by lottery of parent representatives shall be during the same period, according to District procedures.</p> <p>All lotteries shall be conducted in an open forum at an announced time and place and shall be held on the designated date in conjunction with the election of campus representatives.</p>
<p>Length of Term</p>	<p>Elected District members of the DIT who are certified professional personnel and parent, community, and business members selected by lottery shall serve for a two-year term.</p> <p>Elected DIT members, parent, community, and business members selected by lottery shall not serve a second two-year term without sitting out one two-year term.</p>
<p>Vacancy</p>	<p>A position that becomes vacant may be filled by an appropriate representative selected by consensus of the remaining members of the DIT for the remainder of the representative's unexpired term.</p> <p>A member of the DIT may be replaced on the recommendation of the Superintendent if the member:</p> <ol style="list-style-type: none">1. Is absent for two or more consecutive meetings.2. Acts in a manner that is detrimental to the effectiveness of the DIT, including exhibiting inappropriate behavior or an inability to get along with other members.

- Membership Review** There shall be an annual Board review of DIT membership and participation to ensure that the DIT is completing its duties with broad participation by its representatives.
- DIT Meetings** The DIT shall meet at least twice each semester and shall hold at least one public meeting per year. [See BQA(LEGAL)] At least three days' notice shall be given. The agenda shall be posted on the District's website.
- The required public meeting shall be held after receipt of the annual District performance report from the agency, in conjunction with the Board's public hearing for the purpose of discussing the performance of the District and the District performance objectives. [Education Code 11.251 and 11.252 (e)]. The agenda and discussion shall be confined to those matters set forth in applicable law and this policy.
- DIT meetings are open meetings where non-DIT members may attend and observe. A portion of each meeting may include citizens' comments. Discussion of agenda items shall be limited to DIT members only.
- DIT minutes shall be posted to the District's website for public access. Reporting documents, such as the minutes shall list DIT members and the percentage of the membership in attendance.
- DIT decisions shall be representative of the team. At least one-half of the membership shall be in attendance for a DIT decision to be considered representative of the whole team.
- DIT Training** All individuals who are members of the DIT shall participate in appropriate staff development programs that provide information on school improvement matters, especially as related to the effective schools research, the professional learning community concept, and the collaborative decision-making model adopted by the District.
- Defining Consensus** In developing relevant objectives for the strategic plan to achieve established academic and other performance objectives, the DIT shall strive to reach a consensus. When everyone present has been given an opportunity to present to the group his or her views on a particular issue and a majority of the group are in agreement, it shall be determined that the group has reached consensus.
- DIT Communication Guidelines** In a community publication, the District shall make available District guidelines and procedures for becoming a member of the DIT.
- The Superintendent or designee shall ensure that the District-level committee obtains broad-based community, parent, and staff input

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DISTRICT-LEVEL

BQA
(LOCAL)

and provides information to those persons on a systematic basis. Communications may include, but are not limited to, the following:

1. Articles in in-house publications regarding work of the committee.
2. Periodic reports to the principals on the work of the committee that may be posted on campus bulletin boards.
3. Periodic reports to the Board.

Proposed 2019-2020 District Improvement Plan Goals and Performance Objectives

Goal 1 – T-2-4 for EVERY CHILD. Every SBISD graduate will attain a technical certificate, military training, or a two-year or four-year degree.

Performance Objective 1 = POST-SECONDARY ENROLLMENT. By November 2020, at least 73% of SBISD students will have enrolled successfully in a post-secondary option.

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

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

Performance Objective 1: ACHIEVEMENT: By June 2020, SBISD will exceed state and national (where applicable) standards/averages for all student groups in student achievement and post-secondary readiness.

Performance Objective 2: GAP-CLOSING: By June 2020, SBISD will close existing achievement gaps by 3% while all performance improves.

Performance Objective 3: STUDENT GROWTH: By June 2020, at least 55% of students will meet or exceed growth targets in Reading and at least 65% of students will meet or exceed growth targets in Math.

Performance Objective 4: (as many as you need)

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 2020, at least 67% of SBISD students will feel connected as both individuals and learners.

Performance Objective 2: GUIDANCE AND COUNSELING:

Performance Objective 3: SYSTEM OF CARE:

Performance Objective 4: (as many as you need)

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

Performance Objective 1: Implement Safe School Plan

Performance Objective 2: Provide resources and training for safety and security

Performance Objective 3: (as many as you need)

Goal 5 – STUDENT, SCHOOL, AND FAMILY SUPPORTS. SBISD will attract, develop, align, and refine partnerships, programs, and resources that meet the identified needs of students, families, and schools.

Performance Objective 1: Implement a strategic model for family engagement.

Performance Objective 2: (as many as you need)

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

Performance Objective 1: (recruit)

Performance Objective 2: (develop)

Performance Objective 3: (retain)

Performance Objective 4: (as many as you need)

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 – Efficient and effective fiscal management.

Performance Objective 2 - Efficient and effective implementation of Bond Projects.

Performance Objective 3 – Effective and efficient operations and IT systems.

Performance Objective 4: (as many as you need)