SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: October 21, 2020

Purpose: ☐ Presentation/Report ☐ Recognition ☐ Discussion/ Possible Action

☐ Closed/Executive Session ☐ Work Session ☐ Discussion Only ☒ Consent

From: Theresa Servellon, Chief Academic Officer

Item Title: Approve the 2020-2021 District Improvement Plan

Description: District administration teams conducted comprehensive reviews of accountability summaries, federal & state compliance reports, budget and program allotments, technology inventories and security reviews. Findings of the comprehensive needs analysis led to district and campus identification of key actions to address priorities in the District Improvement Plan and Campus Improvement Plan.

Historical Data: District reviews and revises the district and campus improvement plans on an annual basis. The plans are presented to the Board of Trustees for approval at a regular meeting each year.

Recommendation: Approve the 2020-2021 District Improvement Plan

District Goal/Strategy:

Strategy 4 We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Funding Budget Code and Amount: N/A

APPROVED BY:	SIGNATURE	DATE
Chief Officer:		
CFO Funding Approval:		
Superintendent:		

Form Revised: November 2019

South San Antonio Independent School District

District Improvement Plan

2020-2021

Vision

All students enjoy successful education experiences, empowering them to make decisions while enriching their lives in the future they create.

Core Beliefs

We believe in constructive engagement of the school community for the success of our district.

We believe in a strong support system for the school community to achieve excellence.

We believe that innovative and challenging experiences for all students produce successful learners.

We believe that trusting relationships among the school community are essential to student success.

We believe that an inclusive school culture promotes positive student development and voice.

We believe strong and effective student and adult leadership is essential to build a culture of high expectations.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

South San Antonio Independent School District (SSAISD) is located in the southwest quadrant of the city of San Antonio, Texas. The demographics in our community have changed drastically over the past 30 years. Whereas, our population was once a socioeconomic mixture of white and blue collar middle class and lower middle class families, with a blend of White, Hispanic and Black families. We now serve families that are predominantly a mix of socioeconomically low and lower middle class Hispanic families with many single parent households or grandparents raising their grandchildren. Many of neighborhoods have older and dilapidated homes. Many of our schools are over 25 years old.

District enrollment has declined approximately by 1,200 students in over the past 5 years.

According to Texas Academic Performance Report 2018-2019, SSAISD ethnic distribution is as follows: 97.0% Hispanic, 1.4% White, 1.2% African American, 0.1% American Indian, and 0.1 Asian. Fifteen campuses in our district receive Title I funding, since our students are 90.9% Economically Disadvantaged. During the 2020-2021 school year West High school has reopened its doors.

Furthermore, 17.5% are English Language Learners (ELL), and 69.9% are At Risk. The 2018 Annual Dropout Rate for our high school (grades 9-12) is 2.8%. The district has a total enrollment of ~8,250 students. Our mobility rate is about 20%

Also according to the Texas Academic Performance Report 2018-2019, SSAISD has class averages of: K-20.3, 1st-19.4, 2nd-19.5, 3rd-19.8, 4th-18.9, 5th-19.8, and 6th-17.2. Our secondary campuses have the following class sizes per subject: ELA-20.5 Mathematics-21.1, Science-21.1, and History-20.5.

The district is comprised of 1 early college high school, 1 traditional high school, 4 middle schools, and 10 elementary schools. In 2019-2020, the district employed approximately 529.9 teachers, 134.4 professional support staff, 33.4 campus administrators, 16.6 central office administrators, 103.8 educational aides, and 326.3 auxiliary staff for a total of 1,144.3 employees. The teacher turnover rate is 14.7%.

The district has had many mental health outcries from students, parents and community partners. The data has shown for an increase in support for students in this area. The need to partner with outside agencies and to increase access to wrap-around services and provide social emotional support throughout the community is vital.

With a rise in social emotional outcries and mental health concerns community outcries and various data points have shown an increase in students with emotional trauma.

The district has many low-income families who struggle to meet school readiness goals. Students are entering the SSAISD preschool program knowing fewer upper-case letters and possessing a significantly limited expressive vocabulary.

It is projected that Americans with diabetes will double or triple by 2050, if current life style trends continue, as stated by the City of SA Metropolitan Health District. These Individuals are at higher risk for serious health complications such as obesity, kidney failure, stroke, blindness, loss of toes, feet or legs, and heart disease. South San Independent District is taking the initiative in providing an environment to assist students at high-risk for diabetes to delay or avoid developing type 2 diabetes by losing weight through regular physical activity and a diet low in fat and calories.

Demographics Strengths

The district, although a district of innovation, has maintained small classroom sizes.

The drop-out rate has decreased by almost 2%.

The Care Zone has been established to meet the social-emotional needs of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students enrollment has declined the last several years. **Root Cause:** The lack of schools of K-12 choice for students.

Student Achievement

Student Achievement Summary

Results for all students in grades 4 and 7 who tested in writing for spring 2019 are as follows:

	SUBJECT	GRADE	Approaches Grade Level (or higher)	Meets Grade Level (or higher)	Masters Grade Level
State	Writing	4	67%	35%	11%
District			48%	21%	5%
State		7	67%	41%	14%
District			52%	22%	3%

SSAISD writing scores receiving Meets standard dropped from 39% to 35% and are below State averages.

Results for all students in grades 5 and 8 who tested in science for spring 2018 are as follows:

	SUBJECT	GRADE	Approaches Grade Level (or higher)	Meets Grade Level (or higher)	Masters Grade Level
State	Science	5	75%	49%	24%
District			56%	23%	7%
State		8	81%	51%	25%
District			71%	30%	10%

Results all students tested during the primary administrations in mathematics for spring 2019 are as follows:

	SUBJECT	GRADE	Approaches Grade Level (or higher)	Meets Grade Level (or higher)	Masters Grade Level
State	Math	3	79%	49%	25%
District		3	63%	30%	10%
State		4	75%	48%	28%
District		4	59%	31%	16%
State		5	90%	58%	36%
District		5	82%	37%	18%
State		6	81%	47%	21%
District		6	62%	24%	6%
State		7	75%	58%	17%
District		7	61%	22%	6%
State		8	88%	57%	15%
District		8	82%	37%	0.36%

Although math scores went up in general for all three scoring standards, they still are behind State averages.

Results all students tested during the primary administrations in reading for spring 2019 are as follows:

	SUBJECT	GRADE	Approaches Grade Level (or higher)	Meets Grade Level (or higher)	Masters Grade Level
State	Reading	3	76%	45%	27%
District		3	59%	27%	14%
State		4	75%	44%	22%
District		4	57%	25%	10%
State		5	86%	51%	25%
District		5	75%	54%	29%
State		6	68%	37%	18%
District		6	49%	22%	9%
State		7	76%	49%	29%
District		7	55%	28%	14%
State		8	86%	55%	28%
District		8	80%	38%	17%

Reading will continue to be a focus through the district's balance literacy initiative.

Results for all students tested in spring 2018 are as follows:

	Course	Approaches Grade Level (or higher)	Meets Grade Level (or higher)	Masters Grade Level
State	Algebra I	85%	61%	37%
District		80%	50%	25%
State	Biology	88%	62%	25%
District		86%	48%	12%
State	English I	68%	50%	11%
District		61%	37%	4%
State	English II	68%	49%	8%
District		59%	38%	3%

	Course	Approaches Grade Level (or higher)	Meets Grade Level (or higher)	Masters Grade Level
State	U.S. History	93%	73%	45%
District		91%	64%	28%

Many of our Meets and Masters %s went up from the previous school year, but are still below State averages.

Headstart: Based on the LAP-3 data, the Cognitive, Language and Social Domains will be the focus. In most cases, low-income students are coming into the preschool program fully one standard deviation below average.

Student Achievement Strengths

5th Math STAAR: 82% at the approaches level and 18% at the masters level.

Algebra EOC: 80% approaches level and 25% Masters level.

Biology EOC: 86% approaches level

U.S History EOC: 91% approaches level and 28% Masters Level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of students at meets on STAAR/EOC in Math is 18% below State average. **Root Cause:** Concrete instructional model not present leading to the lack of the development of conceptual understanding of math operations.

Problem Statement 2 (Prioritized): The percentage of students at meets on STAAR/EOC in Reading is 16% below State average. **Root Cause:** Additional support is required in dissecting ELAR standards to understand student expectations and reading proficiencies in a Balanced Literacy Framework.

Problem Statement 3 (Prioritized): The number of students that attend college/university, join the military or qualify for an industry certification is below the State average. **Root Cause:** Course sequences for College and Career Pathways need to be further established for coherence and rigorous content.

Problem Statement 4 (Prioritized): The percentage of student receiving Advanced scores on STAAR/EOC testing is low. **Root Cause:** Scope and sequence of TEKS is not

implemented throughout the district.

District Culture and Climate

District Culture and Climate Summary

SWISS data from PBIS team records Bullying and behavior incidents throughout the year. Bullying is a current issue at our campuses, which includes classrooms, hallways, cafeteria, gym, social media, and school buses.

In the spring of 2018, the District conducted a comprehensive strategic redesign process to re-evaluate strategies, core beliefs and the Learner Profile. Students, parents, teachers, community members, business leaders and distric & campus administrators provided considerable input on the trajectory of the District through focus groups, an education summit and Strategic Design Planning sessions.

As a result of the this process, revisions were made to strategies, core beliefs, the Learner Profile and minor revisions were made to the Call to Action. In addition, the Strategic Design Team drafted a School Performance Framework which allowed Leadership Teams to define excellence and determine progress measures that will move all SSAISD schools to excellence.

	OSS	Students w/OSS	Bomb threat/False Alarm	Bullying	Fighting	Property Damage/Vandalism	Use/Possesion of Combustion	Use/Possesion of Alcohol	Use/Possesion of Drugs	Use/Possesion of Tobacco	Use/Possesion of Weapons	Arson
Five Palms	8	6			6				1			1
Madla	9	6	1	4	4	7	2				3	
Hutchins	17	12			20	8	1				7	
Kindred	11	4			1							
Carrillo	34	20		5	31						4	
Armstrong	6	4		1	14	4						
Palo Alto	39	25	1	1	6	4			2	1	1	
Price	10	8		3	4	1						
Benavidez	34	20			6	2						

	OSS	Students w/OSS	Bomb threat/False Alarm	Bullying	Fighting	Property Damage/Vandalism	Use/Possesion of Combustion	Use/Possesion of Alcohol	Use/Possesion of Drugs	Use/Possesion of Tobacco	Use/Possesion of Weapons	Arson
Shepard	68	48	1	17	18	11		1	10		2	1
Dwight	252	104	3	1	78	6			8	3	3	
Zamora	246	122	1		117	9	2	1	20	2	1	

OSS	Students w/OSS	Bomb threat/False Alarm	Bullying	Fighting	Property Damage/Vandalism	Use/Possesion of Combustion	Use/Possesion of Alcohol	Use/Possesion of Drugs	Use/Possesion of Tobacco	Use/Possesion of Weapons	Arson

District Culture and Climate Strengths

All campuses participate will participate in Sanford harmony initiatives while implementing evidence-based practices within our schools and classrooms to support positive academic and behavior outcomes for all students. Counselor were trained in Restorative Practice.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Student leadership opportunities at the campus and district levels have been limited. **Root Cause:** Missed opportunities to provide students with a strong leadership program.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Per 2018-2019 Texas Academic Performance Report:

Teachers (529.9), Professional support (134.4), Campus Leadership (33.4), Central Administration (16.6), Educational Aides (103.8) and Auxiliary staff (326.3). Total staff is 1,144.3. Total minority staff is 976.6

Teacher by ethnicity: AA(12.9) Hispanic(399.3), White(110.5), AI(0), Asian (1), Two more Races (6.2), Males (165.7) and Females (364.2)

Teachers by experience: Beginning (17-3.3%), 1-5 years experience (159-30%), 6-10 years experience (102-19%), 11-20 years experience (173-33%), Over 20 years experience (79-15%)

Experience of Campus Leadership: Principals_5.5 years and AP_4.8

Turnover Rate for Teachers: 14.7%

Professional Development for teacher quality is done in house with our Instructional coaches or facilitators, vitually, and with consultants to improve academic interventions or instructional practices.

Headstart/PK utilizes their data effectively to differetiate lessons and improve instruction. Headstart/PK program has recognized the importance of data and how it allows program to create focused professional development.

Staff Quality, Recruitment, and Retention Strengths

The addition of instructional coaches to support classroom teachers has helped with retaining our teachers and improving the quality instruction.

The district added another elementary math instructional coach to increase teacher efficacy.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher mobility rate for the district is 14.7%. **Root Cause:** Teacher retention plan that includes professional development and compensation has not been prioritized.

Problem Statement 2 (Prioritized): Aspiring leader pool is limited. **Root Cause:** Absence of a clear outlined professional development program for aspiring leaders.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

South San Antonio ISD is committed to delivering high quality instruction. District and campus leaders have focused on three key instructional actions to improve achievement: data disaggregation, lesson planning, and multiple response strategies. Campus administrators conduct walkthroughs to monitor the instructional frameworks and then, conduct feedback sessions to focus on best practices for immediate implementation. Another layer of support includes the Instructional Coaches who provide teachers professional development in data disaggregation, lesson planning , as well student support in the classroom.

Curriculum and instruction decisions are campus-based as determined by the Campus Improvement Leadership Team (CILT)

Director of Teaching and Learning, Director of Strategic Planning and Innovation, collaborates with campus leadership and instructional facilitators and coaches to determine needs of campuses and design professional learning and support solutions.

Instructional coaches focus on teacher growth and support. They also provide coaching and support for all professional learning initiatives.

Instructional facilitators desgin professional learning to meet the needs of campuses and provide follow-up support to ensure implementation.

Head Start/PK focus on the Texas PreK guidelines, which aligns with the five early learning essential domains: 1) Approaches to learning 2) Social & Emotional Development 3) Language and Literacy 4) Cognition: Mathematics Development and Scientific Reasong and 5) Perceptual, Motor, and Physical Development. SSAISD Head Start/PK firmly believes in a teaching approach that resprects both the age and the individual needs of each child.

Curriculum, Instruction, and Assessment Strengths

Lesson plan framework is complete and has been implemented since the 2017-2018 school year.

The Division of Academics has rolled out a comprehensive data protocol to enhance data driven practices across the district.

Instructional coaches have been active in providing professional development, supporting, and building capacity in teachers. More instructional coaches were added to support instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Reading scores indicate a significant number of students not reading on grade level. **Root Cause:** Lack of focus on an aligned K-12 literacy program.

Problem Statement 2 (Prioritized): The delivery of high quality, differentiated instruction is inadequate. **Root Cause:** Professional development in research based best practices, differentiation, delivery and lesson planning is minimal.

Parent and Community Engagement

Parent and Community Engagement Summary

South San Antonio ISD is committed to expanding the involvement of parents and the community in our students' education.

The District continues to build relationships with parents and families based on open dialogue and meaningful involvement through activities such as:

- booster clubs
- parent organizations
- Title I parent involvement meetings
- campus and district advisory committees
- open houses and back-to-school nights
- family reading/math/science nights
- (Cafecitos) Coffee with Principals
- Health fairs
- parent-teacher conferences
- parent surveys,

The community also plays an important role in the education of SSAISD students. Through programs like Coca Cola Valued Youth, Communities in School, Family Services Association, SA Youth, After School Challenge, SA Youth, Boy Scouts of America, COFSA, Jr. Achievement, in community service projects, internships, and career fairs, partnerships with colleges and universities, and community forums, the District places a high priority on purposeful exchanges between the community and our schools.

Our district has made a commitment to collaborate with the City of San Antonio Municipal Court System for truancy prevention. Through attendance Forums, parents have become more active in solving challenges and obtaining services to promote attendance. Parents and children can sign a contract with the court, which allows them to avoid a truancy charge if they abide by its terms — usually, to avoid more absences. Behavior contracts, as well as the implementation of county-wide uniform truancy policies and counseling or other assistance are offered before a student gets to court.

The Head Start/PK program is making steady progress towards increasing its parent participation across all ten campuses. All sites were able to implement either parenting classes or nutrition classes. Also, Head Start/PK will continue to promoto GED classes to our parents.

Parent and Community Engagement Strengths

Principals and counselors are having meetings with parents regularly.

District is making a conscience effort to have parents more involved in their child's education.

The district has two parent centers that provide ESL and GED programs.

All written communication is provided in both English and Spanish.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Low parent participation. **Root Cause:** Lack of multiple opportunities to attend parent sessions.

District Context and Organization

District Context and Organization Summary

The District has embraced the Effective School Framework to align campuses with coherent structures of best practices. We believe that it is essential that the District consistently and cohesively implements structures based on effective instruction, a high quality curriculum and a positive school culture.

The District has identified the following (3) priorities necessary to increase student outcomes:

Lever 1 Strong School Leadership and Planning

Lever 2 Effective, Well- Supported Teachers

Lever 5.3 Data Driven Instruction

The District is also shifting focus on the importance of high quality early childhood instruction. We are committed to developing early literacy and numeracy in our youngest learners. We are also aligning collective efforts to increase enrollment in our Pre-K and Head Start Programs. The total estimate of age eligible children in the 3 through 5 age group is 1,335. This shows an increase of .5% of age-and-income eligible children in the South San ISD catchment area from 1,328 in 2018.

District Context and Organization Strengths

District and campus goals are aligned in Early Literacy and Lesson Planning.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): Outlined procedures and systems are not implemented uniformly. **Root Cause:** The lack of systemic implementation is attributed to the absence of monitoring, and evaluation of procedures/processes.

Technology

Technology Summary

The South San Antonio ISD works towards ensuring that all students achieve academic success and become lifelong learners and digital citizens in the process. Through local, state, federal and E-Rate funding equipment is purchsed to assist with the improvement of staff and student perfromance. Teachers use these resoures to deliver instruction and to gather, analyze, and utilize data for effective decision-making and strategic palnning. District expectations regarding technology are located in the District Technology Plan that is aligned to the District Improvement Plan. This plan is in place to provide guidance on meeting loca, state, and national technology stadnards including 21st century skills.

Due to the COVID-19 epidemic, teacher have beeen delivering instruction remotely. The district purchased addtional chromebooks, and hotspots to facilitate the instructional delivery plan to all students. Currenlty, issues with bandwidth are being evaluted as the demands for online learning on campus and remotely conitues to be an integral part of our studetn's academic life.

Remote learning has impacted student TEKS mastery.

Technology Strengths

- The use of chromebooks in the classroom to differentitate lessons are a common practice.
- Data network is served with a wide area network (WAN) that is constructed primarily with AT&T Gigaman services and supplemented by local private fiber that provides high speed Internet connection of 500 Mbps that is shared by all of our educational sites.
- Internet connection is secured through our CISCO firewall and Lightspeed Systems Web Filter; a Child Internet Protection Act (CIPA) compliant content filter for all district workstations.
- All employees and students are provided with an Active Directory account for access that allows access to data storage and shared folders on servers on the district network.
- Data Center virtual servers through VMWare virtual environment
- Administrative use of technology for department and campus organization and communication to all stakeholders; staff, parents, students and community
- Emphasis on student use and integration of technology in classrooms
- All facilities have wireless access capabilities

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Integration and usage of technology into classroom instruction needs to be strengthen. **Root Cause:** Providing professional development for teachers in technology is limited.

Problem Statement 2 (Prioritized): Internet accessibility is inconsistent. **Root Cause:** Evaluation of bandwidth compacity has not been conducted.

Priority Problem Statements

Problem Statement 1: Students enrollment has declined the last several years.
Root Cause 1: The lack of schools of K-12 choice for students.
Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of students at meets on STAAR/EOC in Reading is 16% below State average.
Root Cause 2: Additional support is required in dissecting ELAR standards to understand student expectations and reading proficiencies in a Balanced Literacy Framework.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The percentage of students at meets on STAAR/EOC in Math is 18% below State average.
Root Cause 3: Concrete instructional model not present leading to the lack of the development of conceptual understanding of math operations.
Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The number of students that attend college/university, join the military or qualify for an industry certification is below the State average.
Root Cause 4: Course sequences for College and Career Pathways need to be further established for coherence and rigorous content.
Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Reading scores indicate a significant number of students not reading on grade level.
Root Cause 5: Lack of focus on an aligned K-12 literacy program.
Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: The percentage of student receiving Advanced scores on STAAR/EOC testing is low.
Root Cause 6: Scope and sequence of TEKS is not implemented throughout the district.
Problem Statement 6 Areas: Student Achievement

Problem Statement 7: The delivery of high quality, differentiated instruction is inadequate.
Root Cause 7: Professional development in research based best practices, differentiation, delivery and lesson planning is minimal.
Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Aspiring leader pool is limited.
Root Cause 8: Absence of a clear outlined professional development program for aspiring leaders.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Outlined procedures and systems are not implemented uniformly.
Root Cause 9: The lack of systemic implementation is attributed to the absence of monitoring, and evaluation of procedures/processes.
Problem Statement 9 Areas: District Context and Organization

Problem Statement 10: Student leadership opportunities at the campus and district levels have been limited.
Root Cause 10: Missed opportunities to provide students with a strong leadership program.
Problem Statement 10 Areas: District Culture and Climate

Problem Statement 11: Low parent participation.
Root Cause 11: Lack of multiple opportunities to attend parent sessions.
Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: Integration and usage of technology into classroom instruction needs to be strengthen.
Root Cause 12: Providing professional development for teachers in technology is limited.
Problem Statement 12 Areas: Technology

Problem Statement 13: Internet accessibility is inconsistent.
Root Cause 13: Evaluation of bandwidth compacity has not been conducted.
Problem Statement 13 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Class size averages by grade and subject
- School safety data

Goals

Revised/Approved: October 16, 2020

Goal 1: SSAISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 1: By June 2021, 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Formative Assessments, Universal Screeners, Benchmarks, TAPR

Summative Evaluation: None

Strategy 1: Implement a 1 -1 Initiative at high school level to increase student outcomes and proficiency in computer applications.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased student outcomes and proficiency in computer applications. **Staff Responsible for Monitoring:** Technology Department Campus administration HS Instructional Technology Coach Instructional Technology Coordinator **Title I Schoolwide Elements:** 2.4, 2.5 **Problem Statements:** Technology 1 **Funding Sources:** Chromebooks - 199 PIC 30 State Comp	**Nov**	**Jan**	**Mar**	**June**

Strategy 2: Provide opportunities for schools to implement technology rich activities at the campus level such as: audio-visual programming , blended learning, and MakerSpace.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Hands-on and enriched curriculum for students **Staff Responsible for Monitoring:** Instructional Technology and Media Coordinator **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Technology 1 **Funding Sources:** NearPod - 289 Title IV - $12,000, Apple - librarians - 289 Title IV - $4,115	**Nov**	**Jan**	**Mar**	**June**

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide supplemental Science resources for elementary campuses to improve instruction. **Strategy's Expected Result/Impact:** Increase 5th grade STAAR science results **Staff Responsible for Monitoring:** Campus administration and instructional coaches **Title I Schoolwide Elements:** 2.4 - **Results Driven Accountability** **Problem Statements:** Student Achievement 2 **Funding Sources:** STEMscopes - 211 Title I, Part A - $19,215				
Strategy 4: Campuses will conduct weekly or interim assessments to measure teacher academic progress and student progress monitoring. **Strategy's Expected Result/Impact:** Small group and accelerated instruction driven by data. **Staff Responsible for Monitoring:** Campus administration and instructional coaches **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** Eduphoria - STAAR Test Maker - 211 Title I, Part A - $16,883, Measure of Academic Progress (MAP) - 211 Title I, Part A	0%	0%	0%	
Strategy 5: Provide remote learning to students in an asynchronous framework. **Strategy's Expected Result/Impact:** Increase student participation in class work. **Staff Responsible for Monitoring:** Campus administrators and teachers. **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Achievement 1, 2	0%	0%	0%	
Strategy 6: Pilot and support Blended Learning Models at campuses. **Strategy's Expected Result/Impact:** Increased student outcomes and proficiency in computer applications. **Staff Responsible for Monitoring:** Instructional Technology coordinator **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** Nearpod - 289 Title IV	0%	0%	0%	
Strategy 7: Provide an online system to maintain/store all required Title I documents. **Strategy's Expected Result/Impact:** 100% compliance of Title programs **Staff Responsible for Monitoring:** Director of Federal Progams **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Student Achievement 1, 2, 3 **Funding Sources:** 806 Technologies: Plan4Learning and TitleICrate - 211 Title I, Part A - $16,000	0%	0%	0%	

Strategy 8: Implement software to integrate student data through each campus in the district to facilitate, student egilibility, progress tracking, and monitoring all Bilingual/ESL students.

Strategy's Expected Result/Impact: LPAC meetings up to date.

Staff Responsible for Monitoring: Bilingual/ESL aides, LPAC administrator, Bilingual/ESL Department

Title I Schoolwide Elements: 2.6

Problem Statements: Curriculum, Instruction, and Assessment 1

Funding Sources: Frontline - 199 PIC 25 Bilingual - $22,000

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 9: Promote and recruit for Head Start program.

Strategy's Expected Result/Impact: Improved student reading and math skills.

Staff Responsible for Monitoring: Director of Early Childhood, Recruiter

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: Curriculum, Instruction, and Assessment 1

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 10: Provide supplemental social studies resources to middle school history teachers.

Strategy's Expected Result/Impact: Increase STAAR results in 8th grade social studies

Staff Responsible for Monitoring: Campus administration and ICs

Title I Schoolwide Elements: 2.4, 2.5 - **Results Driven Accountability**

Problem Statements: Student Achievement 4

Funding Sources: Alan Lowman - 211 Title I, Part A - $7,500

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 11: Implement in all Pre-K and Head Start classrooms, CIRCLE and ASQ assessments for Beginning, Middle, and End of year checkpoints in literacy and math components. CIRCLE and ASQ provides grouping, differentiation, and RTI strategies in order to fill the achievement gap.

Strategy's Expected Result/Impact: Increased student outcome

Staff Responsible for Monitoring: Director of Early Childhood

Title I Schoolwide Elements: 2.4

Problem Statements: Student Achievement 1, 2

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 12: Provide and incorporate supplemental resources such as: technology with access to electronic networks into the curriculum and educational programs, supplies/materials, and center activities for Head Start, and PreK to promote learning that supports development and learning.

Strategy's Expected Result/Impact: Increased student outcomes

Staff Responsible for Monitoring: Director of Early Childhood

Title I Schoolwide Elements: 2.4

Problem Statements: Student Achievement 1, 2

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 13: Purchase one meal for teaching staff in Head Start classroom to implement family-style dining. Family-style dining introduces healthy foods, model healthy behaviors, and provide opportunities for teaching staff to model nutrition and oral language education to all students.

Strategy's Expected Result/Impact: Improved healthy choices and student outcomes

Staff Responsible for Monitoring: Director of Early Childhood

Title I Schoolwide Elements: 2.4

Problem Statements: Student Achievement 2

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 14: Provide a web-based system to maintain/store all required Head Start documents.

Strategy's Expected Result/Impact: 100% compliance of Head Start program

Staff Responsible for Monitoring: Director Of Early Childhood

Problem Statements: Student Achievement 1, 2

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 15: Provide supplemental resources to support the dual language classroom in PK/HS: Estrellitas

Strategy's Expected Result/Impact: Improve student outcomes

Staff Responsible for Monitoring: Director of Early Childhood

Title I Schoolwide Elements: 2.4

Problem Statements: Student Achievement 2

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 16: Provide resources to Bilingual department to maintain all LPAC documentation.

Strategy's Expected Result/Impact: Being in compliance with Bil/ESL requirements.

Staff Responsible for Monitoring: Bilingual/ESL department, LPAC campus team members

Title I Schoolwide Elements: 2.5

Problem Statements: Curriculum, Instruction, and Assessment 2

Funding Sources: Frontline - 199 PIC 25 Bilingual - $23,946, Office Supplies (Gateway, Office Depot) - 199 PIC 25 Bilingual - $750

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 17: Math program that will promote hands-on/manipulative learning and foundational math knowledge.

Strategy's Expected Result/Impact: Improved Math STAAR results

Staff Responsible for Monitoring: Director of Teaching and Learning, Math IF, and Campus administration.

Title I Schoolwide Elements: 2.4

Problem Statements: Student Achievement 1

Funding Sources: SAVVAS - Math Investigations - 199 PIC 36 Early Education - $9,860.41

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 18: Administer Amplify Mc Class to students in kinder through 5th grade to assess reading proficiency.

Strategy's Expected Result/Impact: Increase student outcomes in reading

Staff Responsible for Monitoring: Director of Teaching & Learning, instructional coaches

Title I Schoolwide Elements: 2.4 - **Results Driven Accountability - Equity Plan**

Problem Statements: Student Achievement 2

Funding Sources: - 410 IMA - $120,000

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 19: Administer universal screener to students in 3rd through 8th grades to assess math skills.

Strategy's Expected Result/Impact: Increase student outcomes in math

Staff Responsible for Monitoring: Director of Teaching & Learning, instructional coaches

Title I Schoolwide Elements: 2.4 - **Results Driven Accountability - Equity Plan**

Problem Statements: Student Achievement 1

Funding Sources: Happy Numbers - 410 IMA - $15,650, Imagine Math - 410 IMA - $60,000

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 20: Promote and recruit for the SSAISD Head Start program.

Strategy's Expected Result/Impact: Increase early opportunities

Staff Responsible for Monitoring: Director of Early Childhood, ERSEA Coordinator, Family Service Facilitators

Title I Schoolwide Elements: 2.4 - **Results Driven Accountability**

Problem Statements: Demographics 1

Funding Sources: - 205-16 Head Start

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 21: Provide supplemental social studies resource to middle school social studies teachers.

Strategy's Expected Result/Impact: Increase STAAR results in 8th-grade social studies

Staff Responsible for Monitoring: Campus administration and ICs

Title I Schoolwide Elements: 2.4, 2.5

Funding Sources: Alan Lowman - 211 Comprehensive Support - $7,500

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 22: Provide a software program to maintain all special education, dyslexia, Section 504 and Rti documentation.

Strategy's Expected Result/Impact: Stay in compliance with all state and federal mandates

Staff Responsible for Monitoring: Special education department, Rti and 504 Coordinators

Title I Schoolwide Elements: 2.5

Funding Sources: - 224 IDEA B Formula - $10,685, - 166 Special Ed Local - $13,000

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 23: Provide instructional resources and supplemental resources to special education students receiving speech therapy, occupational services, physical therapy, adaptive physical therapy, visual impairment services, Orientation and Mobility, auditory impairment services and behavior support to effectively meet students individualized Education Plan (IEP). **Strategy's Expected Result/Impact:** Improve student outcomes **Staff Responsible for Monitoring:** Director of Special Education **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - 224 IDEA B Formula - $35,000, - 166 Special Ed Local - $183,000	**Reviews** Formative / Summative Nov: 0% Jan: 0% Mar: 0% June
Strategy 24: Purchase items for special education district personnel to support teachers and campuses with implementing instructional best practices to support goals and objectives to effectively meet students Individual Educational Plan (IEP's). **Strategy's Expected Result/Impact:** Improve student outcomes **Staff Responsible for Monitoring:** Director of Special Education **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - 166 Special Ed Local - $19,600, - 224 IDEA B Formula - $9,025	**Reviews** Formative / Summative Nov: 0% Jan: 0% Mar: 0% June
Strategy 25: Provide Cognitive, Psychological, Communication and Behavior assessments and evaluations for students who have been identified and meet TEA guidelines for students with disabilities. **Strategy's Expected Result/Impact:** Increase student outcomes by ensuring proper support service placement **Staff Responsible for Monitoring:** Director of Special Education **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - 166 Special Ed Local - $183,000, - 224 IDEA B Formula - $97,000	**Reviews** Formative / Summative Nov: 0% Jan: 0% Mar: 0% June
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students enrollment has declined the last several years. **Root Cause:** The lack of schools of K-12 choice for students.
Student Achievement
Problem Statement 1: The percentage of students at meets on STAAR/EOC in Math is 18% below State average. **Root Cause:** Concrete instructional model not present leading to the lack of the development of conceptual understanding of math operations.
Problem Statement 2: The percentage of students at meets on STAAR/EOC in Reading is 16% below State average. **Root Cause:** Additional support is required in dissecting ELAR standards to understand student expectations and reading proficiencies in a Balanced Literacy Framework.
Problem Statement 3: The number of students that attend college/university, join the military or qualify for an industry certification is below the State average. **Root Cause:** Course sequences for College and Career Pathways need to be further established for coherence and rigorous content.
Problem Statement 4: The percentage of student receiving Advanced scores on STAAR/EOC testing is low. **Root Cause:** Scope and sequence of TEKS is not implemented

throughout the district.

Curriculum, Instruction, and Assessment

Problem Statement 1: Reading scores indicate a significant number of students not reading on grade level. **Root Cause:** Lack of focus on an aligned K-12 literacy program.

Problem Statement 2: The delivery of high quality, differentiated instruction is inadequate. **Root Cause:** Professional development in research based best practices, differentiation, delivery and lesson planning is minimal.

Technology

Problem Statement 1: Integration and usage of technology into classroom instruction needs to be strengthen. **Root Cause:** Providing professional development for teachers in technology is limited.

Goal 2: SSAISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: Quality professional development during the 2020-2021 school year will be provided to 100% of instructional staff thus ensuring student success.

HB3 Goal

Evaluation Data Sources: PD Evaluation Forms, PD Agendas and Sign in Sheets

Summative Evaluation: None

Strategy 1: Create professional learning opportunities that promote innovative instructional practices in order to support the creation of 21st century learning environments. **Strategy's Expected Result/Impact:** Support for teachers by librarians. **Staff Responsible for Monitoring:** Instructional Technology and Media Coordinator **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Achievement 2 - Staff Quality, Recruitment, and Retention 2 **Funding Sources:** giftED20 - 255 Title II, Part A - $1,000, FAYE HAGERTY consultant - 255 Title II, Part A - 255 12 6299 00 818 024 000 - $500	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 2: Conduct satisfaction surveys to teachers for feedback on support and resources provided. **Strategy's Expected Result/Impact:** Increase teacher retention. **Staff Responsible for Monitoring:** campus administration **Problem Statements:** Staff Quality, Recruitment, and Retention 2	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%	0%	0%	
Strategy 3: Provide training on Individual Educational Plan (IEP) development, implementation and data collection to ensure support to campus and teachers. **Strategy's Expected Result/Impact:** Incresed student outcomes and proficiency in individualized Educational Plans. **Staff Responsible for Monitoring:** Director of Special Education **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Achievement 1, 2	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%	0%	0%	

Strategy 4: Provide instructional coaches, facilitators and coordinator for supplemental support to improve teacher quality and student academic achievement.

Strategy's Expected Result/Impact: Improved teacher efficacy.

Staff Responsible for Monitoring: Director of Teaching and Learning, Director of Federal and State Programs

Title I Schoolwide Elements: 2.4

Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

Funding Sources: Rti specialist - 255 Title II, Part A - $65,000, Instructional coaches and facilitators - 211 Title I, Part A - $1,300,000, Instructional coaches - 255 Title II, Part A - $290,000, Instructional facilitator and coordiantor - 263 Title III_LEP - $90,000, Director of Teaching and Learning - 211 Title I, Part A - $110,000, Instructional facilitators - 224 IDEA B Formula - $250,000

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 5: Provide professional development in early literacy, CIRCLE, ASQ, CLASS, PK guidelines, Estrellitas, HS ELOFS, HS Performance Standards, and best practices.

Strategy's Expected Result/Impact: Improve student outcomes and teacher efficacy

Staff Responsible for Monitoring: Director of Early Childhood

Title I Schoolwide Elements: 2.4 - **Results Driven Accountability**

Problem Statements: Student Achievement 2

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 6: Math teachers will be trained on the effective use of manipulatives for use during extended learning opportunities during math intervention periods.

Strategy's Expected Result/Impact: Improve standards-based lessons for increased student outcomes.

Staff Responsible for Monitoring: Principal and instructional coaches

Title I Schoolwide Elements: 2.4 - **Results Driven Accountability**

Problem Statements: Student Achievement 1

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 7: Secondary teachers will be trained on high yield math strategies to increase student achievement.

Strategy's Expected Result/Impact: Improve standards based lessons for increased student outcomes.

Staff Responsible for Monitoring: Principal, instructional coaches, Director of Teaching and Learning

Title I Schoolwide Elements: 2.4 - **Results Driven Accountability**

Problem Statements: Student Achievement 1

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

Strategy 8: Provide TEKS Resource and accompanying training.

Strategy's Expected Result/Impact: Improve standards-based lessons for increased student outcomes.

Staff Responsible for Monitoring: Director of Teaching and Learning, ICs

Title I Schoolwide Elements: 2.4 - **Results Driven Accountability**

Problem Statements: Student Achievement 1, 2

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: ESC20 commitment that will provide services in the areas of administration, curriculum, instruction and assessment, professional development, specialized services and Enterprise Resource Planing Solutions system. **Strategy's Expected Result/Impact:** Differentiated lessons. **Staff Responsible for Monitoring:** Executive Director of Instructional Services **Title I Schoolwide Elements:** 2.4 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Curriculum, Instruction, and Assessment 2 **Funding Sources:** 199 PIC 30 State Comp $100,000 - 199 Local - $100,000	0%	0%	0%	

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Provide supplemental resources and services in curriculum, instruction and assessment, professional development, and specialize services to enhance student instruction and while ensuring a safe learning environement. **Strategy's Expected Result/Impact:** Increase rigorous lessons and improved academic student outcomes. **Staff Responsible for Monitoring:** DOA, Campus administrators, Coordinator of Bilingual/ESL and Facilitator **Results Driven Accountability - Equity Plan** **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** 199 PIC 30 State Comp - 199 Local - $95,000, ESC-20 Language Conference - 263 Title III_LEP - $3,300, Instructional Materials - 263 Title III_LEP - $2,000, QEP Professional books - 255 Title II, Part A - $892	0%	0%	0%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students at meets on STAAR/EOC in Math is 18% below State average. **Root Cause:** Concrete instructional model not present leading to the lack of the development of conceptual understanding of math operations.
Problem Statement 2: The percentage of students at meets on STAAR/EOC in Reading is 16% below State average. **Root Cause:** Additional support is required in dissecting ELAR standards to understand student expectations and reading proficiencies in a Balanced Literacy Framework.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Aspiring leader pool is limited. **Root Cause:** Absence of a clear outlined professional development program for aspiring leaders.
Curriculum, Instruction, and Assessment
Problem Statement 2: The delivery of high quality, differentiated instruction is inadequate. **Root Cause:** Professional development in research based best practices, differentiation, delivery and lesson planning is minimal.

Goal 2: SSAISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: 100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Sources: HR Audit Documents

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Elementary teachers will be trained on effective use of manipulatives for use during extended learning opportunities during math intervention periods. **Strategy's Expected Result/Impact:** Improve standards-based lessons for increased student outcomes. **Staff Responsible for Monitoring:** Principals, instructional coaches, Director of Teaching and Learning **Title I Schoolwide Elements:** 2.4 - **Results Driven Accountability** **Problem Statements:** Student Achievement 1	0%	0%	0%	
Strategy 2: Reimburse teachers for adding ESL supplemental to their teaching certificates. **Strategy's Expected Result/Impact:** Differentiated instruction in ESL classrooms **Staff Responsible for Monitoring:** Coordinator of Bilingual/ESL **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Staff Quality, Recruitment, and Retention 2 **Funding Sources:** Employees - 199 PIC 25 Bilingual - $2,000	0%	0%	0%	
Strategy 3: Provide test preparation for English teachers who will pursue an ESL certification. **Strategy's Expected Result/Impact:** Enhanced instructional practices **Staff Responsible for Monitoring:** Coordinator of Bilingual/ESL Education **Title I Schoolwide Elements:** 2.4 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Staff Quality, Recruitment, and Retention 2 **Funding Sources:** - 199 PIC 25 Bilingual - $10,000	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students at meets on STAAR/EOC in Math is 18% below State average. **Root Cause:** Concrete instructional model not present leading to the lack of the development of conceptual understanding of math operations.

Staff Quality, Recruitment, and Retention
Problem Statement 2: Aspiring leader pool is limited. **Root Cause:** Absence of a clear outlined professional development program for aspiring leaders.

Goal 3: SSAISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 1: 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Clearinghouse Document, AP test results, Dual Enrollment Data, CTE Certifications and Licensures

Summative Evaluation: None

Strategy 1: Administer the SAT/PSAT/AP to expand access to a globally recognized college admission test that's accepted at all U.S. colleges. **Strategy's Expected Result/Impact:** Increase access to university and colleges **Staff Responsible for Monitoring:** College & Financial Aid Specialist **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Achievement 3 **Funding Sources:** - 199 PIC 31 HS Allotment - $55,600	**Reviews**				
	Formative			**Summative**	
	Nov	**Jan**	**Mar**	**June**	
	0%	0%	0%		
Strategy 2: Administer ASVAB to determine qualification for military enlistment. **Strategy's Expected Result/Impact:** Increase career paths **Staff Responsible for Monitoring:** College & Financial Aid Specialist **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Achievement 3	**Reviews**				
	Formative			**Summative**	
	Nov	**Jan**	**Mar**	**June**	
	0%	0%	0%		
Strategy 3: Administer the TSI Assessments to measure college readiness in reading, writing, and math. **Strategy's Expected Result/Impact:** Provide data to make instructional decisions **Staff Responsible for Monitoring:** College & Financial Aid Specialist, Guidance Counselors **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Achievement 3 **Funding Sources:** - 199 PIC 31 HS Allotment	**Reviews**				
	Formative			**Summative**	
	Nov	**Jan**	**Mar**	**June**	
	0%	0%	0%		

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide access to courses at Palo Alto College and St. Philips College through the dual credit or the Early College Program. **Strategy's Expected Result/Impact:** Increase attainment of dual credit courses. **Staff Responsible for Monitoring:** Executive Director of Instructional Services, Early College Director, CTE Director **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Achievement 3 **Funding Sources:** - 199 PIC 31 HS Allotment - $200,000	0%	0%	0%	
Strategy 5: Partner with local hospitals and universities to establish internships for Health Academy Students. **Strategy's Expected Result/Impact:** Increase interships for high school students. **Staff Responsible for Monitoring:** Director of Strategic Planning and Innovation, Valerie Menchaca-Martinez **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Achievement 3	0%	0%	0%	
Strategy 6: Partner with local business to establish internships for CTE students. **Strategy's Expected Result/Impact:** Increase internships for high school students. **Staff Responsible for Monitoring:** CTE coordinator, Director of Strategic Planning and Innovation **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Achievement 3	0%	0%	0%	
Strategy 7: Offer industry base certifications to students. **Strategy's Expected Result/Impact:** Students graduating with industry based certifications. **Staff Responsible for Monitoring:** CTE coordinator **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Achievement 3	0%	0%	0%	
Strategy 8: Sustain middle schools Choice Academies: Fine Arts, STEM, Health Science and Architecture, Construction and Design. **Strategy's Expected Result/Impact:** Enter high school with a define career path. **Staff Responsible for Monitoring:** Director of Strategic Planning and Innovation **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Demographics 1	0%	0%	0%	

Strategy 9: Provide 22 distinct Programs of Study **Strategy's Expected Result/Impact:** Provide a variety of post-secondary skills. **Staff Responsible for Monitoring:** CTE coordinator **Title I Schoolwide Elements:** 2.5 - **Results Driven Accountability** **Problem Statements:** Student Achievement 4	**Reviews** **Formative** / **Summative** **Nov** 0% **Jan** 0% **Mar** 0% **June**
Strategy 10: Provide resource/materials and professional learning for core-content integration to CTE programs. **Strategy's Expected Result/Impact:** Increase Industry Base Certifications **Staff Responsible for Monitoring:** CTE coordinator **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Achievement 3	**Reviews** **Formative** / **Summative** **Nov** 0% **Jan** 0% **Mar** 0% **June**
Strategy 11: Provide online instructional resources to mediate COVID. **Strategy's Expected Result/Impact:** Completion of CTE programs **Staff Responsible for Monitoring:** CTE coordinator **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Achievement 1, 2	**Reviews** **Formative** / **Summative** **Nov** 0% **Jan** 0% **Mar** 0% **June**
Strategy 12: Students will attend TSI boot camps with an emphasis in reading, writing, and math. **Strategy's Expected Result/Impact:** TSI Scores **Staff Responsible for Monitoring:** District and Campus Staff **Title I Schoolwide Elements:** 2.4	**Reviews** **Formative** / **Summative** **Nov** **Jan** **Mar** **June**
Strategy 13: Cambridge Advanced Academic Preparation materials will be aligned and embedded into AP courses. **Strategy's Expected Result/Impact:** Increased AP Scores **Staff Responsible for Monitoring:** AP Teachers **Title I Schoolwide Elements:** 2.5	**Reviews** **Formative** / **Summative** **Nov** **Jan** **Mar** **June**
Strategy 14: SAT Prep sessions will be held on Saturdays. **Strategy's Expected Result/Impact:** Increased SAT Scores **Staff Responsible for Monitoring:** District and Campus Instructional Teams **Title I Schoolwide Elements:** 2.5	**Reviews** **Formative** / **Summative** **Nov** **Jan** **Mar** **June**

Strategy 15: Plato will be utilized for TSI support for grades 9-12. **Strategy's Expected Result/Impact:** Increased TSI scores **Staff Responsible for Monitoring:** AP Teachers **Title I Schoolwide Elements:** 2.5	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students enrollment has declined the last several years. **Root Cause:** The lack of schools of K-12 choice for students.

Student Achievement
Problem Statement 1: The percentage of students at meets on STAAR/EOC in Math is 18% below State average. **Root Cause:** Concrete instructional model not present leading to the lack of the development of conceptual understanding of math operations.
Problem Statement 2: The percentage of students at meets on STAAR/EOC in Reading is 16% below State average. **Root Cause:** Additional support is required in dissecting ELAR standards to understand student expectations and reading proficiencies in a Balanced Literacy Framework.
Problem Statement 3: The number of students that attend college/university, join the military or qualify for an industry certification is below the State average. **Root Cause:** Course sequences for College and Career Pathways need to be further established for coherence and rigorous content.
Problem Statement 4: The percentage of student receiving Advanced scores on STAAR/EOC testing is low. **Root Cause:** Scope and sequence of TEKS is not implemented throughout the district.

Goal 4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: Increase community partners by 5% to provide services(mental health, leadership opportunities, etc.) for our at-risk students to succeed in school.

Evaluation Data Sources: CARE Zone Activity Log

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Through a school-based coordinator, bring community resources into our schools to empower success for all students by removing barriers for vulnerable students at risk of dropping out, keeping kids in schools and on the path to graduation and leveraging evidence, relationships and local resources to drive results. (CIS) **Strategy's Expected Result/Impact:** Improve grades, attendance and behavior. **Staff Responsible for Monitoring:** Executive-Director of C&I **Title I Schoolwide Elements:** 2.6 **Problem Statements:** District Culture and Climate 1 **Funding Sources:** Mental Health Behavioral specialist - 289 Title IV - $65,000, CIS - 199 PIC 30 State Comp - 199-11-6299-00-xxx-030-000 - $210,000, Family Services - 289 Title IV - $15,000, Family Services - 211 Title I, Part A - $15,000				
Strategy 2: Private Non-Profit (PNP) support for students using the ESSA and ESSER grants. **Strategy's Expected Result/Impact:** Increased academic scores. **Staff Responsible for Monitoring:** Director of Federal and State Programs **Funding Sources:** Region 20 - 211 Title I, Part A - $23,000, ESSER - 266 ESSER - $15,000	0%	0%	0%	
Strategy 3: Ensure students of all grade levels have the opportunity to enhance learning and real-life experiences through educational field trips experiences or mobile labs. **Strategy's Expected Result/Impact:** Increase student outcomes **Staff Responsible for Monitoring:** Director of Early Childhood Campus Principals **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Demographics 1	0%	0%	0%	

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide leaderhship/mentoring opportunities to students. **Strategy's Expected Result/Impact:** Improved attendance and academic grades. **Staff Responsible for Monitoring:** VYP sponsors, campus administration and Director of Federal Programs **Title I Schoolwide Elements:** 2.4 **Problem Statements:** District Culture and Climate 1 **Funding Sources:** IDRA - 211 Title I, Part A - $10,000	0%	0%	0%	

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide emotional, intellectual, and emotional needs through drum play. **Strategy's Expected Result/Impact:** Improved attendance **Staff Responsible for Monitoring:** Assistant atheltic director and Director of Federal Programs **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** DrumFit - 289 Title IV - $1,924	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students enrollment has declined the last several years. **Root Cause:** The lack of schools of K-12 choice for students.

District Culture and Climate
Problem Statement 1: Student leadership opportunities at the campus and district levels have been limited. **Root Cause:** Missed opportunities to provide students with a strong leadership program.

Goal 4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 2: By July 2021, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 20%.

Evaluation Data Sources: Discipline Referrals

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide resources and/or training for school counselors to provide mental health support to students. **Strategy's Expected Result/Impact:** Improved attendance and grades. **Staff Responsible for Monitoring:** Coordinator of Health Services and Director of Counseling **Title I Schoolwide Elements:** 2.6	0%	0%	0%	
Strategy 2: Provide resources and /or training for school nurses and personnel to provide a healthy and safe school environemnt for students. **Strategy's Expected Result/Impact:** Improved attendance. **Staff Responsible for Monitoring:** Coordinator of Health Servies and Executive Director of Student Services **Title I Schoolwide Elements:** 2.6	0%	0%	0%	
Strategy 3: Advertise and maintain the district bullying reporting website on campuses and campus/district websites. Anonymous Alert. **Strategy's Expected Result/Impact:** None **Staff Responsible for Monitoring:** SCTG Team (Coordinator, Behavior Specialist, Facilitators) Campus Principals **Funding Sources:** - 289 School Climate - $5,600				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 3: Attendance will increase by 5% for the 2020-2021 school year by meeting the social-emotional needs of our students.

Evaluation Data Sources: PEIMS

Summative Evaluation: None

Strategy 1: Provide PPE supplies to nursing staff to be utilized in case of a COVID incident. Supplies will also be used to monitor and evaluate for COVID incidents. **Strategy's Expected Result/Impact:** Improved attendance **Staff Responsible for Monitoring:** Coodinator of Health Services **Title I Schoolwide Elements:** 2.5 **Funding Sources:** School Health - 289 Title IV - $18,741.91	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: SSAISD will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: By May 2021, 90% of all students' parents/guardians/families will participate in at least one school or district sponsored academic activity or event.

Evaluation Data Sources: Agendas and Sign In Sheets, Virtual Attendance Logs

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Black Board to increase parental engagement y announcing Academic nights, campus activities, parent involvement and family engagement functions. **Strategy's Expected Result/Impact:** Increase parental engagement and attendance at district and campus events **Staff Responsible for Monitoring:** Technology Director and campus administration **Title I Schoolwide Elements:** 3.1 **Problem Statements:** Parent and Community Engagement 1	0%	0%	0%	
Strategy 2: Implement a district theme and hastag in all marketing platforms: Facebook, Twitter, Instram, etc. **Strategy's Expected Result/Impact:** Increase parental engagement and attendance at district and campus events. **Staff Responsible for Monitoring:** District and campus leaders **Title I Schoolwide Elements:** 3.1 **Problem Statements:** Parent and Community Engagement 1	0%	0%	0%	
Strategy 3: All documentation provided to PK/HS parents/guardians will be in languages that are appropriate for our community. **Strategy's Expected Result/Impact:** Improved communication with parents. **Staff Responsible for Monitoring:** Director of Early Childhood **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Lingualinx - 205-16 Head Start - $2,500	0%	0%	0%	
Strategy 4: Provide updated community assessment for Head Start to identify strengths and needs for the program. **Strategy's Expected Result/Impact:** 100% compliance of Head Start funds **Staff Responsible for Monitoring:** Director of Early Childhoold **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Demographics 1	0%	0%	0%	

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Increase family and community engagement programs - -Literacy event, Community Night, Policy Council, Father-Daughter Dance, Mother-Son Dance, Fatherhood Initiative, Cafecitos, Parent information meetings, Campus Rep Meeting, Parenting Class, Baby Paws and similar events. **Strategy's Expected Result/Impact:** Increase parent involvement at campus and district level. **Staff Responsible for Monitoring:** Director of Early Childhood Bilingual Coordinator Migrant Specialist **Title I Schoolwide Elements:** 3.2 **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Sams Club - 211 Title I, Part A - $500	0%	0%	0%	

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Conduct satisfaction surveys to community members for feedback on services provided. **Strategy's Expected Result/Impact:** Enhance district program & services **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Parent and Community Engagement 1	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students enrollment has declined the last several years. **Root Cause:** The lack of schools of K-12 choice for students.

Parent and Community Engagement
Problem Statement 1: Low parent participation. **Root Cause:** Lack of multiple opportunities to attend parent sessions.

Goal 6: SSAISD will provide supplemental support and resources to low performing campuses.

Performance Objective 1: Designated targeted assistance and comprehensive assistance schools will increase 20% in the area of school progress.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR, Universal Screener Data, Benchmarks

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Master schedule will include math intervention period. **Strategy's Expected Result/Impact:** Improve standards based lessons for increased student outcomes **Staff Responsible for Monitoring:** Principal and Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Student Achievement 1 **Funding Sources:** - 199 Local				
Strategy 2: Hire college students as tutors to provide face to face and virtual support for special education students in reading and math. **Strategy's Expected Result/Impact:** Improved reading and math skills. **Staff Responsible for Monitoring:** Principals, Instructional Coaches, Teachers **Title I Schoolwide Elements:** 2.4 - **Results Driven Accountability** **Problem Statements:** Student Achievement 1 **Funding Sources:** Tutors - 211 Comprehensive Support - $20,000				
Strategy 3: Implement online screener and interventions, iStation, to engage students during reading interventions. **Strategy's Expected Result/Impact:** Increase reading proficiency in MS students **Staff Responsible for Monitoring:** Principals, Instructional Coaches, ELAR Teachers **Results Driven Accountability** **Problem Statements:** Student Achievement 2 **Funding Sources:** Web-based platform-Istation - 211 Comprehensive Support - $14,400				
Strategy 4: Utilize test prep materials -Sirius STAAR workbooks for application of reporting categories content in a STAAR format. **Strategy's Expected Result/Impact:** Increase student outcomes in reading and math **Staff Responsible for Monitoring:** Principals, Instructional Coaches, Teachers **Title I Schoolwide Elements:** 2.4 - **Results Driven Accountability** **Problem Statements:** Student Achievement 2 **Funding Sources:** STAAR test prep - 211 Comprehensive Support - $10,000				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Hire part-time, certified, retired teachers to provide supplemental support in reading and math during the school day. **Strategy's Expected Result/Impact:** Increase student outcomes in reading and math **Staff Responsible for Monitoring:** Principals, Instructional Coaches, Teachers **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** Part-time teachers - 211 Comprehensive Support - $12,000				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Purchase additional hotspots to conduct Saturday virtual school for at-risk students. **Strategy's Expected Result/Impact:** Increase student outcomes in reading and math. **Staff Responsible for Monitoring:** Principals, Instructional Coaches, Teachers **Title I Schoolwide Elements:** 2.4 - **Results Driven Accountability** **Problem Statements:** Student Achievement 1, 2 - Technology 2 **Funding Sources:** Cellular Hot Spots - 211 Comprehensive Support - $10,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students at meets on STAAR/EOC in Math is 18% below State average. **Root Cause:** Concrete instructional model not present leading to the lack of the development of conceptual understanding of math operations.
Problem Statement 2: The percentage of students at meets on STAAR/EOC in Reading is 16% below State average. **Root Cause:** Additional support is required in dissecting ELAR standards to understand student expectations and reading proficiencies in a Balanced Literacy Framework.
Technology
Problem Statement 2: Internet accessibility is inconsistent. **Root Cause:** Evaluation of bandwidth compacity has not been conducted.

District Funding Summary

199 Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	9	199 PIC 30 State Comp $100,000		$100,000.00
2	1	10	199 PIC 30 State Comp		$95,000.00
6	1	1			$0.00
				Sub-Total	$195,000.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	STEMscopes		$19,215.00
1	1	4	Eduphoria - STAAR Test Maker		$16,883.00
1	1	4	Measure of Academic Progress (MAP)		$0.00
1	1	7	806 Technologies: Plan4Learning and TitleICrate		$16,000.00
1	1	10	Alan Lowman		$7,500.00
2	1	4	Instructional coaches and facilitators		$1,300,000.00
2	1	4	Director of Teaching and Learning		$110,000.00
4	1	1	Family Services		$15,000.00
4	1	2	Region 20		$23,000.00
4	1	4	IDRA		$10,000.00
5	1	5	Sams Club		$500.00
				Sub-Total	$1,518,098.00

199 PIC 30 State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Chromebooks		$0.00
4	1	1	CIS	199-11-6299-00-xxx-030-000	$210,000.00
				Sub-Total	$210,000.00

211 Comprehensive Support					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	21	Alan Lowman		$7,500.00

211 Comprehensive Support					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	2	Tutors		$20,000.00
6	1	3	Web-based platform-Istation		$14,400.00
6	1	4	STAAR test prep		$10,000.00
6	1	5	Part-time teachers		$12,000.00
6	1	6	Cellular Hot Spots		$10,000.00
				Sub-Total	$73,900.00

289 Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	NearPod		$12,000.00
1	1	2	Apple - librarians		$4,115.00
1	1	6	Nearpod		$0.00
4	1	1	Mental Health Behavioral specialist		$65,000.00
4	1	1	Family Services		$15,000.00
4	1	5	DrumFit		$1,924.00
4	3	1	School Health		$18,741.91
				Sub-Total	$116,780.91

199 PIC 25 Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Frontline		$22,000.00
1	1	16	Frontline		$23,946.00
1	1	16	Office Supplies (Gateway, Office Depot)		$750.00
2	2	2	Employees		$2,000.00
2	2	3			$10,000.00
				Sub-Total	$58,696.00

205-16 Head Start					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	20			$0.00
5	1	3	Lingualinx		$2,500.00
				Sub-Total	$2,500.00

199 PIC 31 HS Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$55,600.00
3	1	3			$0.00
3	1	4			$200,000.00
				Sub-Total	$255,600.00

224 IDEA B Formula					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	22			$10,685.00
1	1	23			$35,000.00
1	1	24			$9,025.00
1	1	25			$97,000.00
2	1	4	Instructional facilitators		$250,000.00
				Sub-Total	$401,710.00

255 Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	giftED20		$1,000.00
2	1	1	FAYE HAGERTY consultant	255 12 6299 00 818 024 000	$500.00
2	1	4	Rti specialist		$65,000.00
2	1	4	Instructional coaches		$290,000.00
2	1	10	QEP Professional books		$892.00
				Sub-Total	$357,392.00

263 Title III_LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	Instructional facilitator and coordiantor		$90,000.00
2	1	10	ESC-20 Language Conference		$3,300.00
2	1	10	Instructional Materials		$2,000.00
				Sub-Total	$95,300.00

289 School Climate					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	3			$5,600.00

289 School Climate					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$5,600.00

166 Special Ed Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	22			$13,000.00
1	1	23			$183,000.00
1	1	24			$19,600.00
1	1	25			$183,000.00
				Sub-Total	$398,600.00

410 IMA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	18			$120,000.00
1	1	19	Happy Numbers		$15,650.00
1	1	19	Imagine Math		$60,000.00
				Sub-Total	$195,650.00

199 PIC 36 Early Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	17	SAVVAS - Math Investigations		$9,860.41
				Sub-Total	$9,860.41

266 ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	2	ESSER		$15,000.00
				Sub-Total	$15,000.00
				Grand Total	$3,909,687.32