



# SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

## Agenda Item Summary

Meeting Date: January 18, 2023

Agenda Section: Consent

Agenda Item Title: 2022-2023 District Improvement Plan

From: Millicent Marcha, Chief Academic Officer

Additional Presenters if Applicable:

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

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

Recommendation: Approve the 2022-2023 District Improvement Plan.

Purchasing Personnel and Approval Date: N/A

Funding Budget Code and Amount: N/A

# **South San Antonio Independent School District District Improvement Plan**

**2022-2024**



# Mission Statement

Think big, think positive, think forward.

## Vision

Together, igniting action, inspiring growth.

## Core Beliefs

### **WE believe that:**

1. All of us must be bold, student-focused advocates, making collaborative decisions to ensure a united vision that enhances educational opportunities.
2. Trust is an active process and essential to ensure the academic wellness, safety, and success of our students, staff, and community.
3. All of us deserve to be cherished, challenged, and stretched to reach our highest level of contribution.
4. All of us must take responsibility for our learning journey to achieve the goals we set for ourselves.
5. Authentic transformation requires being comfortable with being uncomfortable.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The South San Antonio Independent School District (SSAISD) was established in 1922. The district comprises approximately 21 square miles in the South and Southwest portion of San Antonio. SSAISD serves its community under the vision “Together, igniting action, inspiring growth” through the mission “Think big, think positive, think forward.”

The district is comprised of 17 campuses - 10 elementary schools, 4 middle schools, 2 high schools and an alternate education program. Five elementary schools offer a two-way dual language program, the middle schools feature choice academies, while the high schools offer early college, dual credit, as well as 20 career and technical education opportunities. SSAISD offers open enrollment to all Bexar County students.

The Demographics of SSAISD compared to the City of San Antonio and State of Texas are detailed below:

	South San Antonio ISD		San Antonio Texas	
	Students	Teachers		
			<b>64.7%</b>	<b>40.2%</b>
<b>Hispanic</b>	96.1%	77.7%		
<b>White</b>	2%	19.2%	24%	77.9%
<b>African American</b>	1.3%	1.8%	6.8%	13.2%
<b>American Indian</b>	.1%	0%	.7%	1.1%
<b>Asian</b>	.2%	.4%	3%	5.5%

*Data from TAPR and US Census*

The student demographic make-up of SSAISD is not representative of the City of San Antonio nor the State of Texas. SSAISD serves a predominately Hispanic population with 18.3% of students identified as Emergent Bilingual.

SSAISD provides quality programs for students in special populations in compliance with all federal and state laws. The following chart summarizes the percentage of students identified as being served by a district program as well as the district graduation/dropout/mobility rate as compared to students statewide:

	South San Antonio ISD	State of Texas
Emergent Bilingual	18.3%	21%
Gifted and Talented	6.4%	8.3%
Special Education	11.7%	11.1%
At-Risk	77.8%	49.2%
Homeless	2.1%	1.1%
Title I Schools	100%	64.5%
Dropout (9th-12th)	4%	1.6%

### South San Antonio ISD State of Texas

Mobility	16.8%	13.8%
Graduation	84.8%	90.3%

Data from the 2020-2021 TAPR Report

SSAISD has a significantly higher percentage of students identified as having at least one At-Risk indicator as compared to the state. The student homeless population is twice that of the state and the student mobility rate is 3 percentage points higher than that of the state. All 17 schools are identified as Title I campuses. The dropout rate for students in grades 9 thru 12 has significantly increased since the onset of COVID-19, as a result the graduation rate has dropped to 84.8%.

The emphasis on academics is espoused by the district having an enrollment rollout campaign by the beginning of each calendar year (Enrollment for 2020-2021: 8,264 students in PreK-12). Due to the rising number of charter schools that have opened in the SSAISD school district, the district has seen a steady decline in student enrollment in the past 5 years.

The district employs total of 1,247 personnel with 60.6% as professional staff. The attendance rate at the district stood at 96.8% during the 2019-2020 school year and has dropped to an 85.9% attendance rate for the 2021-2022 school year.

The district continues to struggle with a decline in enrollment, attendance and the learning gaps of students as a result of COVID-19.

### Demographics Strengths

The Care Zone continues to serve the social-emotional and basic food/clothing needs of our students and families.

SSAISD Pre-K program supports a diverse group of children ages 3 through 5 and their families.

50% of teachers have 6+ years of teaching experience.

SSAISD offers a wide-range of Career and Technical Education programs.

SSAISD offers a two-way dual language program at 5 elementary schools.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** SSAISD students identified as having at least one At-Risk indicator is 77.8% as compare to the state at 49.2%. **Root Cause:** Residual affects of learning loss caused by three (3) semesters of virtual instruction due to the COVID 19 Pandemic. A large number of students failed the STAAR test and/or failed two (2) or more foundation classes.

# Student Achievement

## Student Achievement Summary

The district has significant areas of improvement needed to meet state averages for student performance including:

- Math - 24 points
- Reading - 22 points
- Science - 22 points
- Masters Level Performance - 13 points

To address these shortcomings, we are reinventing our curriculum, instruction, assessment, and professional development to include our special populations. Curriculum is dramatically changed by the CRIMSI grant with new materials for Math, ELA, SLA, and Science. This also comes with a deep level of sustained professional development over the next two years. To verify teachers and students are on scope and sequence, we are conducting district created unit assessments and utilizing the results to refine our efforts. We conduct regular visioning/learning walks to check in with campuses and ensure that we can make adjustments in real-time.

### Overall Rating = C (72)

Academic Year	Overall Rating	District Score
2021/2022	C	72
2020/2021	NR	N/A
2019/2020	NR	N/A
2018/2019	C	77
2017/2018	D	64

### Student Achievement = NR (65)

Calculation

Component	Score	% of Grade
STAAR Performance	56	40%
CCMR	76	40%
Graduation Rate	60	20%

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STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	4,711	3,823	1,744	1,157	11,435	
Approaches GL or Above	2,611	1,864	1,002	726	6,203	54%
Meets GL or Above	1,441	700	461	404	3,006	26%
Masters GL	459	259	136	182	1,036	9%

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Percentage Points						89%
Component Score						30

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	54%	46%	54%	58%	43%	74%	67%	67%	53%	47%	49%	31%	45%	56%	50%
At Meets GL Standard or Above	26%	28%	26%	29%	14%	65%	11%	39%	25%	20%	23%	18%	18%	28%	23%
At Masters GL Standard	9%	14%	9%	9%	0%	48%	11%	22%	9%	6%	8%	8%	4%	10%	7%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	6,203	75	5,995	82	6	17	6	12	5,431	1,123	1,246	482	86	4,758	1,445
At Meets GL Standard or Above	3,006	45	2,891	41	2	15	1	7	2,550	490	582	281	34	2,355	651
At Masters GL Standard	1,036	23	984	13	0	11	1	4	884	146	192	118	7	838	198
Total Tests	11,435	162	11,046	142	14	23	9	18	10,323	2,404	2,536	1,546	193	8,554	2,881
<b>Participation</b>															
% participation 2020-21	91%	88%	91%	93%	100%	100%	*	93%	91%	94%	94%	91%	91%	92%	90%
% participation 2021-22	97%	93%	97%	97%	82%	100%	100%	88%	97%	97%	97%	98%	99%	97%	95%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	55%	46%	55%	59%	67%	78%	*	57%	54%	45%	47%	29%	43%	56%	53%
At Meets GL Standard or Above	31%	32%	30%	36%	33%	56%	*	43%	29%	22%	25%	20%	18%	31%	29%
At Masters GL Standard	10%	18%	10%	12%	0%	33%	*	29%	9%	7%	8%	7%	3%	10%	8%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	2,611	30	2,523	35	**	7	*	4	2,296	458	499	186	34	1,981	630
At Meets GL Standard or Above	1,441	21	1,386	21	**	5	*	3	1,235	226	259	127	14	1,095	346
At Masters GL Standard	459	12	435	7	**	3	*	2	398	68	83	44	2	361	98
Total Tests	4,711	65	4,551	59	**	9	*	7	4,262	1,013	1,057	643	79	3,525	1,186
<b>Participation</b>															
% participation 2020-21	92%	88%	92%	95%	100%	100%	*	*	92%	96%	96%	91%	92%	92%	91%
% participation 2021-22	96%	94%	96%	97%	86%	100%	*	82%	96%	97%	97%	98%	100%	97%	96%
<b>Mathematics</b>															



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	49%	46%	49%	58%	20%	56%	*	50%	47%	48%	49%	32%	46%	51%	43%
At Meets GL Standard or Above	18%	21%	18%	17%	0%	56%	*	33%	17%	19%	20%	17%	16%	20%	14%
At Masters GL Standard	7%	8%	7%	6%	0%	44%	*	17%	6%	6%	7%	8%	4%	7%	5%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	1,864	24	1,797	30	**	5	*	3	1,630	388	415	180	32	1,456	408
At Meets GL Standard or Above	700	11	672	9	**	5	*	2	589	151	170	98	11	570	130
At Masters GL Standard	259	4	247	3	**	4	*	1	220	49	61	47	3	215	44
Total Tests	3,823	52	3,690	52	**	9	*	6	3,465	807	839	565	69	2,867	956
<b>Participation</b>															
% participation 2020-21	90%	84%	90%	88%	100%	100%	*	*	90%	93%	93%	90%	90%	91%	88%
% participation 2021-22	97%	93%	98%	97%	83%	100%	*	89%	97%	98%	98%	99%	99%	98%	96%
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	57%	44%	58%	42%	*	*	*	*	56%	49%	54%	34%	42%	59%	54%
At Meets GL Standard or Above	26%	32%	26%	26%	*	*	*	*	25%	19%	24%	14%	12%	28%	22%
At Masters GL Standard	8%	12%	8%	5%	*	*	*	*	7%	4%	6%	6%	3%	9%	5%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	1,002	11	975	8	*	*	*	*	875	187	222	77	14	753	249
At Meets GL Standard or Above	461	8	445	5	*	*	*	*	383	72	98	32	4	361	100
At Masters GL Standard	136	3	131	1	*	*	*	*	106	14	26	13	1	114	22
Total Tests	1,744	25	1,690	19	*	*	*	*	1,561	378	413	227	33	1,281	463
<b>Participation</b>															
% participation 2020-21	90%	87%	90%	93%	*	*	*	*	90%	93%	93%	92%	92%	91%	89%
% participation 2021-22	96%	91%	96%	96%	*	*	*	100%	96%	95%	95%	98%	98%	97%	94%
<b>Social Studies</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	63%	50%	63%	75%	*	*	*	*	61%	44%	48%	35%	50%	64%	57%
At Meets GL Standard or Above	35%	25%	35%	50%	*	*	*	*	33%	20%	24%	22%	42%	37%	27%
At Masters GL Standard	16%	20%	15%	17%	*	*	*	*	15%	7%	10%	13%	8%	17%	12%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	726	10	700	9	*	*	*	*	630	90	110	39	6	568	158

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	404	5	388	6	*	*	*	*	343	41	55	24	5	329	75
At Masters GL Standard	182	4	171	2	*	*	*	*	160	15	22	14	1	148	34
Total Tests	1,157	20	1,115	12	*	*	*	*	1,035	206	227	111	12	881	276
<b>Participation</b>															
% participation 2020-21	92%	100%	92%	94%	*	-	-	*	92%	89%	91%	91%	93%	92%	92%
% participation 2021-22	96%	92%	96%	100%	*	*	*	*	96%	95%	96%	96%	100%	96%	94%

	Count	0 Point Earned	Count	1/2 Point Earned	Count	1 Point Earned	Points	Calculations Count	Rate
<b>School Progress = C (75)</b>									
Academic Growth									
Both Subjects	1,502	0.0	356	178.0	3,101	3,101.0	3,279.0	4,959	66
Reading / ELA	658	0.0	135	67.5	1,704	1,704.0	1,771.5	2,497	71
Mathematics	844	0.0	221	110.5	1,397	1,397.0	1,507.5	2,462	61

Relative Performance

			Value needed for:		
% Economically Disadvantaged	% Economically Disadvantaged Range	STAAR and CCMR	90	80	70
90.3	90.1 to 91	39	52	43	35

**Closing the Gaps = NR (66)**

		Academic Achievement				
Student Group		ELA/Reading	Mathematics	Graduation Rate	English Language Proficiency	School Quality
% of Targets Met		10% (2 out of 20)		20% (1 out of 5)	0% (0 out of 1)	57% (4 out of 7)
All Students	Target Met	x	x	x	n/a	x
	Target	44%	46%	90%	n/a	47%
	Outcome	31%	18%	80.0%	n/a	44%

		Academic Achievement				
Student Group		ELA/Reading	Mathematics	Graduation Rate	English Language Proficiency	School Quality
African American	Target Met	y	x	n/a	n/a	n/a
	Target	32%	31%	90%	n/a	31%
	Outcome	32%	20%	77.8%	n/a	40%
Hispanic	Target Met	x	x	x	n/a	y
	Target	37%	40%	90%	n/a	41%
	Outcome	30%	18%	80.1%	n/a	44%
White	Target Met	x	x	n/a	n/a	n/a
	Target	60%	59%	90%	n/a	58%
	Outcome	36%	17%	73.3%	n/a	38%
American Indian	Target Met	n/a	n/a	n/a	n/a	n/a
	Target	43%	45%	90%	n/a	42%
	Outcome	29%	0%	n/a	n/a	n/a
Asian	Target Met	n/a	n/a	n/a	n/a	n/a
	Target	24%	24%	24%	n/a	24%
	Outcome	56%	56%	n/a	n/a	n/a
Pacific Islander	Target Met	n/a	n/a	n/a	n/a	n/a
	Target	45%	50%	90%	n/a	39%
	Outcome	*	*	*	n/a	*
Two or More Races	Target Met	n/a	n/a	n/a	n/a	n/a
	Target	56%	54%	90%	n/a	53%
	Outcome	33%	29%	*	n/a	*
Economically Disadvantaged	Target Met	x	x	x	n/a	y
	Target	33%	36%	90%	n/a	39%
	Outcome	29%	17%	77.8%	n/a	40%
Emergent Bilingual / English Learners	Target Met	x	x	y	x	y
	Target	29%	40%	90%	36%	30%
	Outcome	25%	20%	74.6%	32%	32%
Receiving Special Education Services	Target Met	y	x	x	n/a	y
	Target	19%	23%	90%	n/a	27%
	Outcome	20%	17%	83.3%	n/a	57%
Formerly Receiving Special Education Services	Target Met	x	x	n/a	n/a	n/a
	Target	36%	44%	n/a	n/a	43%
	Outcome	18%	16%	n/a	n/a	*
Continuously Enrolled	Target Met	x	x	n/a	n/a	x
	Target	46%	47%	n/a	n/a	50%
	Outcome	31%	20%	n/a	n/a	49%

		Academic Achievement				
Student Group		ELA/Reading	Mathematics	Graduation Rate	English Language Proficiency	School Quality
Non-Continuously Enrolled	Target Met	x	x	n/a	n/a	x
	Target	42%	45%	n/a	n/a	31%
	Outcome	29%	14%	n/a	n/a	23%

### Distinction Designations

None

### Student Achievement Strengths

Despite struggles from the COVID pandemic, we have almost met our district score (77) in 2018/2019 with a (72) in 2021/2022 earning the district a "C" designation.

CCMR has a positive effect on our performance. This will serve to pull scores up throughout the district as these strategies are used for all students.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** The percentage of students at meets on STAAR/EOC in math is 24 points below the state average (13% vs. 37%). **Root Cause:** In prior years, we did not have a common curriculum, instructional framework, nor assessments for teachers to use.

**Problem Statement 2 (Prioritized):** The percentage of students at meets on STAAR/EOC in reading is 22 points below the state average (22% vs. 44%). **Root Cause:** In prior years, we did not have a common curriculum, instructional framework, nor assessments for teachers to use.

**Problem Statement 3:** The percentage of students at meets on STAAR/EOC in science is 22 points below the state average (21% vs. 43%). **Root Cause:** In prior years, we did not have a common curriculum, instructional framework, nor assessments for teachers to use.

**Problem Statement 4 (Prioritized):** The percentage of student receiving masters scores on STAAR/EOC testing is 13 points below the state average (5% vs 18%). **Root Cause:** In prior years, we did not have a common curriculum, instructional framework, nor assessments for teachers to use.

**Problem Statement 5 (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:** Emphasis on providing college experiences for students with heightened expectations is lacking.

# District Culture and Climate

## District Culture and Climate Summary

In the most recent climate staff survey 79% of our staff indicated that they were proud to be part of their team. The staff indicated that they enjoy their work and colleagues (79%) and that their team inspires them to do their best work (73%). In addition, 63% of the surveyed staff see a clear link between their work and the district's goals and objectives while 64% indicated that they understood the district's vision and priorities. In the same survey 54% felt they have the appropriate tools and resources to accomplish their work and 51% felt that their contributions were valued and recognized.

## District Culture and Climate Strengths

Elementary campuses participate in Harmony initiatives while implementing evidence-based practices within our schools and classrooms to support positive academic and behavior outcomes for all students. Middle school campuses use Class Catalyst and high school campuses use Character Strong to provide research-based Pre-K through 12th grade social & emotional learning curricula and professional learning services that positively impact lives.

SSAISD uses P3 Campus as an anonymous tip reporting solution designed specifically for the educational community. P3 Campus is a vital tool in keeping schools and students safe. School community members can report about a wide range of concerns, from mental health issues to threats of violence through the P3 Campus mobile app or through any web browser at P3 Campus.com. Their proven technology is used in thousands of schools and has saved lives and prevented tragedies. Supplemented by turn-key promotional materials and guides, and giving administrators and designated law enforcement officials an intuitive interface to manage and share tips in real time, P3 Campus aids in gathering the information we need to fully support and protect your students.

SSAISD uses Navigate 360 for the whole-child safety, success and wellness of the whole community. It empowers our school community to stay safe and thrive by supporting staff and students' mental and emotional wellbeing with their suite of solutions: Mental Health & Prevention, Intervention & Restorative Practices, Suicide Awareness & Prevention, Reduce violence and self-harm in schools, and liability and compliance protection through a consistent and documented evidence-based process.

## 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.

**Problem Statement 2:** Student attendance and enrollment has decreased due to apprehensions connected to COVID 19. **Root Cause:** Lack of providing multiple options for student instructional delivery.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Per 2020-2021 Texas Academic Performance Report:

Teachers (554.3), Professional support (146.4), Campus Leadership (38), Central Administration (17.6), Educational Aides (112.2) and Auxiliary staff (378.7). Total staff is 1,247.2. Total minority staff is 1,075.6.

Teacher by ethnicity: AA(9.9) Hispanic(430.9), White(106.5), AI(0), Asian (2), Two more Races (5), Males (170.1) and Females (384.1)

Teachers by experience: Beginning (80.5-14.5%), 1-5 years experience (129.1-23.3%), 6-10 years experience (103.2-18.6%), 11-20 years experience (173.7-31.3%), 21-30 years experience (57.5-10.4%), Over 30 years experience (10.3-1.9%)

Experience of Campus Leadership: Principals - 5.7 years and AP - 4.4

Turnover Rate for Teachers: 11.9%

Professional Development for teacher quality is done in-district by Instructional coaches or facilitators and with consultants to improve instructional practices.

## Staff Quality, Recruitment, and Retention Strengths

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

The district added content specific instructional coaches to increase teacher efficacy.

The district conducts visioning walks to ensure efficacy of curriculum, instruction, and assessment with a feedback loop for campus instructional trends.

In 2021-2022 district-wide Professional Development of The Fundamental 5 was initiated to improve the quality of instruction. Every campus utilized instructional leaders to deliver professional development in the Fall semester using district provided resources including the distribution of a copy of the professional book The Fundamental 5 to each educator.

During the 22-23 school year, the district implemented a \$1,000 staff retention program that included staff attendance. The District also looked at placing breaks in the calendar for additional time off for staff in the months of September, October, November, January and February for employee health and wellness.

The board approved an aggressive compensation plan to increase the starting salary to \$56,135 and included competitive stipends for Math and Science at \$6,000 annually. The board also approved an ADA and accountability stipend to include \$500 and \$250 annual stipends. In addition, the board approved other duty pay such as Saturday School, Tutorials, Professional pay to \$40/hour. Other considerations were made for cafeteria workers and bus drivers who received a 6% salary increase. Substitute teachers' pay was also increased to \$100/day for non-degreed, \$110 for degreed, and \$120 for certified teachers.

The district worked on contracting with Region 20 for a quality mentor/mentee program for first year teachers in order to train and retain this very special group of teachers.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** The teacher turnover rate has decreased from 14.7% to 11.9%. As a district we will continue to work on decreasing this number to below 10%. **Root Cause:** We will continue to work on making recommendations to our board for competitive pay and stipends while also making South San Antonio ISD a great top workplace where teacher leaders and staff are supported, valued and empowered.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The district is fully participating in the **COVID Recovery Instructional Materials Supply initiative (CRIMSI)** and has access to all of the high-quality instructional materials, curriculum, assessments, and professional learning that comes with it through the end of the 2023/2024 school year for Math, ELA, K-12 and SLA and Science for Elementary. CRIMSI also helps the district to fund a team of instructional coaches to help to ensure that we are able to implement instructional products with fidelity. We are also utilizing mCLASS and MAP as universal screeners for BOY, MOY, and EOY checkpoints for student progress towards mastering appropriate content.

The district is utilizing Frog Street for pre-K/Head Start to give our students a strong foundation for early elementary and we utilize CIRCLE to measure student success.

The district utilizes StemScopes for secondary Science and creates a scope and sequence from TCMPC along with district created assessments to check for student mastery of the objectives.

The district utilized MyWorld for elementary social studies and McGraw-Hill for secondary social studies and creates a scope and sequence from TCMPC along with district created assessments to check for student mastery of the objectives.

The district utilizes Take Flight and Lexia for Dyslexia and Special education students which provides differentiated literacy instruction based on the students abilities.

The district Department of Academics conduct regular learning or visioning walks on each campus for the purpose of providing feedback to teachers and campus admin on their success in implementing district initiatives and programs. Curriculum and instructional decisions are made at the district level and fidelity is monitored by this team. Instructional best-practices are outlines and instructional decisions are made by teachers and campus administrators.

## Curriculum, Instruction, and Assessment Strengths

- Deep implementation of Eureka Math, Carnegie Math, Amplify ELAR and SLAR, O'Dell ELAR, and PhD Science.
- Robust team of instructional coaches and district content leads to assist with implementation.
- Willingness of both new and veteran teachers to try new products to boost learning outcomes.
- District-wide unit assessments, benchmarks, and universal screeners are in use to track student progress.
- Learning/Visioning walks provide a regular mechanism for providing feedback for program and system fidelity.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Students who fall behind do not have the ability to accelerate back to grade level. **Root Cause:** We do not have a valid and reliable system for RTI/MTSS.

**Problem Statement 2:** Reading scores indicate a significant number of students not reading on grade level. **Root Cause:** We do not have a phonics curriculum nor instructional model to implement district-wide.



# Parent and Community Engagement

## Parent and Community Engagement Summary

South San Antonio ISD (SSAISD) 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
- District-wide events
- College and Career readiness fairs
- Food pantry/monthly mobile food drives
- HHSC (medicaid, SNAP, medicare benefits assistance)
- Bi-Monthly farmers market
- Free counseling services

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, 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.

SSAISD 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 — in most cases, 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 is scheduled to appear in court.

SSAISD and community families engagement program is a collaborative and strengths-based process through which early childhood professionals, families, and children build positive and goal-oriented relationships. It is a shared responsibility of families and staff at all levels that requires mutual respect for the roles and strengths each has to offer. SSAISD offers programs such as GED, Family parenting, and more.

### **Parent and Community Engagement Strengths**

South San Antonio ISD has assigned a parent liaison at every campus to assist with bridging academic, social and emotional gaps between the families and the school including assisting the campus principals and counselors with family engagement meetings with parents on a regular basis as well as partnering with HHSC to assist SSAISD families with applying for medicaid, SNAP and medicare benefits and much more.

The district has open the first of its kind wrap-around services center, the C.A.R.E. Zone, that offers families services such as individual, family, group and couples counseling for all South San ISD students and their families. The C.A.R.E. Zone also provides students with brand new clothing through a partnership with SA Threads. The San Antonio Food Bank has partnered with the district to provide a pantry at the C.A.R.E. Zone as well as monthly mobile food drives to the South San Antonio ISD community.

The district provides ESL and GED programs that are held at the C.A.R.E. Zone and Dwight Middle School.

All written communication is provided in both English and Spanish which includes communication provided through all social media platforms and district website.

### **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 and public perception of districts willingness to support students and their families.

# 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. SSAISD believe it is essential the District consistently and cohesively implement structures based on effective instruction, high quality curriculum and positive school culture.

The District has identified the following three (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

SSAISD is committed to developing a High-quality early childhood program to ensure that children have literacy and numeracy skills to succeed in school. SSAISD effort is also to increase student enrollment in early childhood by 10% and every year after.

## District Context and Organization Strengths

Lever 1: Strong School Leadership and Planning Organization

Strengths

- Vision Walks conducted by the Department of Academics
- Creating of Campus Instructional Leadership Teams (CILT)
- Leadership Academy created for aspiring leaders
- Effective School Framework Training for Campus Instructional Leadership Teams (CILT)

Lever 2: Effective, Well-Supported Teachers

Strengths

- Teacher Mentoring Program in collaboration with Education Service Center (ESC)
- Professional Learning Communities (PLC) for collaboration with both content and grade level teachers
- Instructional Coaches at the Elementary level for teacher support and guidance

Lever 5.3: Date Driven Instruction

Strengths

- Universal Screeners for grade levels PK-12

- Common module assessments
- High Quality Instructional Materials (HQIM) provided by the Covid Recovery Instructional Materials Support Initiative (CRIMSI) state grant.

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### **Problem Statements Identifying District Context and Organization Needs**

**Problem Statement 1 (Prioritized):** Lack of continuity in the use of student data to drive effective instruction. **Root Cause:** The lack of a systemic implementation is attributed to the absence of a secondary universal screener and continuous evaluation of progress monitoring procedures/processes.

# Technology

## Technology Summary

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 purchased to assist with the improvement of staff and student performance. Teachers use these resources to deliver instruction and to gather, analyze, and utilize data for effective decision-making and strategic planning. 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 local, state, and national technology standards including 21st century skills.

Due to the COVID-19 epidemic, teachers delivered instruction remotely at various times from 2020-2022. The district purchased additional chromebooks, and hotspots to facilitate the instructional delivery plan to all students. Currently, issues with bandwidth are being evaluated as the demands for online learning on campus and remotely continues to be an integral part of our student's academic life.

## Technology Strengths

- The use of surfaces, chromebooks and iPads in the classroom to differentiate lessons are a common practice.
- An effective 1:1 initiative
- Data network is served with a wide area network (WAN) that is constructed primarily with GigaMAN services and supplemented by local private fiber that provides high speed Internet connection of 10 Gbps that is shared by all of our educational sites.
- Internet connection is secured through our firewall and Internet Content Filter; a Child Internet Protection Act (CIPA) compliant content filter for all district workstations.
- All employees and students are provided with network and email accounts for access that allows access to data storage, communication and shared folders on servers on the district network.
- Data Center virtual server 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):** Aging network infrastructure equipment. **Root Cause:** Turnover of managerial technology personnel and lack of an equipment refresh schedule.

# Priority Problem Statements

**Problem Statement 1:** SSAISD students identified as having at least one At-Risk indicator is 77.8% as compare to the state at 49.2%.

**Root Cause 1:** Residual affects of learning loss caused by three (3) semesters of virtual instruction due to the COVID 19 Pandemic. A large number of students failed the STAAR test and/or failed two (2) or more foundation classes.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The percentage of students at meets on STAAR/EOC in reading is 22 points below the state average (22% vs. 44%).

**Root Cause 2:** In prior years, we did not have a common curriculum, instructional framework, nor assessments for teachers to use.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** The percentage of students at meets on STAAR/EOC in math is 24 points below the state average (13% vs. 37%).

**Root Cause 3:** In prior years, we did not have a common curriculum, instructional framework, nor assessments for teachers to use.

**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:** Emphasis on providing college experiences for students with heightened expectations is lacking.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** The percentage of student receiving masters scores on STAAR/EOC testing is 13 points below the state average (5% vs 18%).

**Root Cause 5:** In prior years, we did not have a common curriculum, instructional framework, nor assessments for teachers to use.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Lack of continuity in the use of student data to drive effective instruction.

**Root Cause 6:** The lack of a systemic implementation is attributed to the absence of a secondary universal screener and continuous evaluation of progress monitoring procedures/ processes.

**Problem Statement 6 Areas:** District Context and Organization

**Problem Statement 7:** Student leadership opportunities at the campus and district levels have been limited.

**Root Cause 7:** Missed opportunities to provide students with a strong leadership program.

**Problem Statement 7 Areas:** District Culture and Climate

**Problem Statement 8:** Low parent participation.

**Root Cause 8:** Lack of multiple opportunities to attend parent sessions and public perception of districts willingness to support students and their families.

**Problem Statement 8 Areas:** Parent and Community Engagement

**Problem Statement 9:** Aging network infrastructure equipment.

**Root Cause 9:** Turnover of managerial technology personnel and lack of an equipment refresh schedule.

**Problem Statement 9 Areas:** Technology

**Problem Statement 10:** Students who fall behind do not have the ability to accelerate back to grade level.

**Root Cause 10:** We do not have a valid and reliable system for RTI/MTSS.

**Problem Statement 10 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

## **Student Data: Assessments**

- 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
- 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
- Prekindergarten Self-Assessment Tool

## **Student Data: Student Groups**

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dual-credit and/or college prep course completion 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
- Enrollment trends



# Goals

**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 2023, 80% of all students, with a concentrated effort on all special populations, will show growth on assessments in tested core content areas.

**High Priority**

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a one to one technology device initiative for all students to improve academic achievement. <b>Strategy's Expected Result/Impact:</b> Increased student outcomes on formative and summative assessments. <b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction Campus administration  <b>Title I:</b> 2.4, 2.5 <b>Funding Sources:</b> laptops, chromebooks and similar devices - 282 ESSER III	Formative			Summative
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Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide opportunities for schools to implement technology rich activities at the campus level such as: blended learning, Maker Space, use of interactive boards , and audio-visual programming. <b>Strategy's Expected Result/Impact:</b> Hands-on and enriched curriculum for students <b>Staff Responsible for Monitoring:</b> Campus Administration Executive Director of Curriculum and Instruction  <b>Title I:</b> 2.5 <b>Funding Sources:</b> NearPod - 289 Title IV, maker maven - 289 Title IV, Demco - 289 Title IV, Amazon - 289 Title IV, Brain Pop - 211 Title I, Part A, Kami - 276 Instructional Continuity, Makers Maven - 289 Title IV, Lakershore - 289 Title IV, School Specialty - 289 Title IV, Demco - 289 Title IV, Amazon - Maker Space - 289 Title IV, We Video - 276 Instructional Continuity	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide supplemental Science resources for elementary campuses to improve instruction. <b>Strategy's Expected Result/Impact:</b> Increase science assessment results <b>Staff Responsible for Monitoring:</b> Campus administration and instructional coaches  <b>Title I:</b> 2.4 - <b>Results Driven Accountability</b> <b>Funding Sources:</b> STEMscopes - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campuses will conduct unit and interim assessments to measure teacher academic progress and student progress monitoring. <b>Strategy's Expected Result/Impact:</b> Increase student outcomes on assessments <b>Staff Responsible for Monitoring:</b> Campus administration and instructional coaches  <b>Title I:</b> 2.4 <b>Funding Sources:</b> Eduphoria - STAAR Test Maker - 211 Title I, Part A, Measure of Academic Progress (MAP) - 211 Title I, Part A, Istation - 211 Title I, Part A, TestHound - 199 PIC 30 State Comp	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide online systems and/or software to maintain student program documentation and records( including Head Start, bilingual, special education, dyslexia, Section 504 , Rti) , as well as to monitor and adjust student plans in order to improve academic achievement. <b>Strategy's Expected Result/Impact:</b> Increase student outcomes on assessments. <b>Staff Responsible for Monitoring:</b> Director of Federal Programs Director of Special Education Director of Bilingual Programs Director of Early Childhood  <b>Title I:</b> 2.4, 2.6 <b>Funding Sources:</b> 806 Technologies: Plan4Learning and TitleICrate - 199 PIC 25 Bilingual, Frontline - 263 Title III_LEP, Data Suite - 205 Head Start, Child Plus - 205 Head Start	Formative			Summative
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Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Promote and recruit for Early Childhood and Head Start program. <b>Strategy's Expected Result/Impact:</b> Student recruitment is essential to boosting excellence and enhancing diversity in an institution's student body, while tactically boosting the funding base which will support student achievement. <b>Staff Responsible for Monitoring:</b> Director of Early Childhood, Recruiters, Head Start staff, Campus Principals  <b>Title I:</b> 2.4, 2.6  <b>Funding Sources:</b> Clear Channel Outdoor - 205 Head Start - 205-E-21-6499-80-816-2-36-0-03, Clear Channel Outdoor - 205 Head Start - 205-E-21-6499-80-816-2-36-0-03, Clear Channel Outdoor - 205 Head Start - 205-E-21-6499-80-816-2-36-0-03, Unviversal Pen & Print - 205 Head Start - 205-E-21-6399-80-816-2-36-0-03, 4 Imprint - 205 Head Start - 205-E-21-6399-80-816-2-36-0-03, 4Imprint - 205 Head Start - 205-E-21-6399-80-816-2-36-9-93, 4-Imprint - 205 Head Start - 205-E-21-6399-80-816-2-36-9-93, Office depot - 205 Head Start - 205-E-21-6399-80-816-2-36-9-93, Amazon - 205 Head Start - 205-E-21-6399-80-816-2-36-9-93, Amazon - 205 Head Start - 205-E-11-6399-80-XXX-36-9-93, Amazon - 205 Head Start - 205-E-21-6399-80-816-2-36-9-93, Amazon - 205 Head Start - 205-E-21-6399-80-816-2-36-9-93, 4 Imprint - 205 Head Start - 205-E-21-6399-80-816-2-36-9-93, 4 Imprint - 205 Head Start - 205-E-21-6399-80-816-2-36-9-93, 4 Imprint - 205 Head Start - 205-E-21-6399-80-816-2-36-9-93, Amazon - 205 Head Start - 205-E-21-6399-80-816-2-36-9-93, M & A Technology - 205 Head Start - 205-E-21-6399-80-816-2-36-9-93, NEISD Printing SErVICES - 205 Head Start - 205 E 21 6299 80 816 3 36 6 04		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
<b>Strategy 7:</b> Provide supplemental social studies resources to improve instruction. <b>Strategy's Expected Result/Impact:</b> Increase student outcomes on assessments <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coach  <b>Title I:</b> 2.4, 2.5 - <b>Results Driven Accountability</b> <b>Funding Sources:</b> Alan Lowman - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
<b>Strategy 8:</b> Assess all Pre-K/Head Start students with CIRCLE and ASQ assessments for Beginning, Middle, and End of year checkpoints in literacy and math components. <b>Strategy's Expected Result/Impact:</b> CIRCLE and ASQ will provide grouping, differentiation instruction, and RTI (MTSS) strategies in order to fill the achievement gap. <b>Staff Responsible for Monitoring:</b> Director of Early Childhood  <b>Title I:</b> 2.4 <b>Funding Sources:</b> Paul H. Brookes Publishing - 205 Head Start - 205-E-11-6399-80-XXX-2-36-0-03		Formative			Summative
		Nov	Jan	Mar	June
Strategy 9 Details		Reviews			
<b>Strategy 9:</b> Purchase, provide and incorporate supplemental resources that will enhance the delivery of instruction for early childhood. <b>Strategy's Expected Result/Impact:</b> Increased student academic achievement. BOY, MOY, and EOY benchmarks., <b>Staff Responsible for Monitoring:</b> Director of Early Childhood, Recruiters, Head Start staff, Campus Principals  <b>Title I:</b> 2.4 <b>Funding Sources:</b> Office Depot - 205 Head Start, Amazon - 205 Head Start, M & A Technology - 205 Head Start, Gateway - 205 Head Start, Lakeshore - 205 Head Start, School Outfitters - 205 Head Start, Quill - 205 Head Start - 205-E-21-6399-80-816-2-36-9-93, T & W Tire - 205 Head Start - 205-E-34-6399-80-816-2-36-9-93, Dahill - 205 Head Start - 205 E 21 6269 816 2 36 0 03, School Nurse Supply - 205 Head Start - 205 e 33 6399 80 112 3 36 0 046 0 04, U S Bank National / Walmart - 205 Head Start - 205 e 11 6399 80 108 3 36 0 04, Home depot - 205 Head Start - 205 e 11 6499 80 108 2 36 9 93		Formative			Summative
		Nov	Jan	Mar	June
Strategy 10 Details		Reviews			
<b>Strategy 10:</b> Purchase meals for students and staff in Head Start classrooms 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Director of Early Childhood  <b>Title I:</b> 2.4 <b>Funding Sources:</b> Food Service - 205 Head Start		Formative			Summative
		Nov	Jan	Mar	June







Strategy 11 Details		Reviews			
<b>Strategy 11:</b> Provide testing resources to the Bilingual department to maintain all LPAC documentation and to test students for reclassification. <b>Strategy's Expected Result/Impact:</b> 100% compliance of Bil/ESL requirements. <b>Staff Responsible for Monitoring:</b> Bilingual Director LPAC campus administrator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Frontline - 199 PIC 25 Bilingual, Office Supplies (Gateway, Office Depot) - 199 PIC 25 Bilingual, Intech Southwest - 199 PIC 25 Bilingual, Riverside Insights (reclassification) - 199 PIC 25 Bilingual, Riverside Insights - 199 PIC 25 Bilingual, Intech Southwest - 263 Title III_LEP, Amazon - 199 PIC 25 Bilingual, Frontline Education Tech - 199 PIC 25 Bilingual, Data Recognition Corp (preLAS) - 199 PIC 25 Bilingual, Gateway - 199 PIC 25 Bilingual, Gateway - 199 PIC 25 Bilingual, Gateway - 199 PIC 25 Bilingual, Gateway - 212 Title I C Migrant, Gateway - 212 Title I C Migrant, Gateway - 199 PIC 25 Bilingual, Office Depot - 199 PIC 25 Bilingual, Office Depot - 199 PIC 25 Bilingual, Gateway - 199 PIC 25 Bilingual, M&A Tech - 263 Title IIIA Imm, Lakeshore 2/24 - 199 PIC 25 Bilingual, Gateway 2/24 - 199 PIC 25 Bilingual, Amazon 3/2 - 199 PIC 25 Bilingual, Amazon 3/28 - 199 PIC 25 Bilingual, Amazon 4/1 - 199 PIC 25 Bilingual, Gateway - 212 Title I C Migrant		Formative			Summative
		Nov	Jan	Mar	June
Strategy 12 Details		Reviews			
<b>Strategy 12:</b> Promote and provide supplemental resources and professional development to support the delivery of instruction in early childhood. <b>Strategy's Expected Result/Impact:</b> Early Childhood educators will be knowledgeable in researched based early childhood strategies/resources. <b>Staff Responsible for Monitoring:</b> Director of Early Childhood Bilingual/ESL Coordinator Campus Principal Curriculum Department  <b>Title I:</b> 2.4, 2.6 <b>Funding Sources:</b> Estrellita PD - 199 PIC 25 Bilingual, CalidadED Consulting - 199 PIC 25 Bilingual, NEISD - 199 PIC 25 Bilingual, Home Depot - 199 PIC 25 Bilingual, Bilingual Planet - 263 Title III_LEP, Aprende Aprende - 263 Title III_LEP, Velazquez Press - 199 PIC 25 Bilingual, Lakeshore - 199 PIC 25 Bilingual, National School Products - 263 Title III_LEP, Estrellita (K-1) - 263 Title III_LEP, Books del Sur - 199 PIC 25 Bilingual, NSP - 263 Title III_LEP, Sam's - 199 PIC 25 Bilingual, HEB - 199 PIC 25 Bilingual, First Book 2/15 - 199 PIC 25 Bilingual, Amazon 3/28 - 199 PIC 25 Bilingual, Lakeshore 3/28 - 263 Title III_LEP		Formative			Summative
		Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Provide Math supplemental resources that will promote hands-on/manipulative learning and foundational math knowledge. <b>Strategy's Expected Result/Impact:</b> Improved Math STAAR results <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning Math Coordinator Campus Administrators  <b>Title I:</b> 2.4 <b>Funding Sources:</b> SAVVAS - Math Investigations - 199 PIC 36 Early Education, SAVVAS - Math Investigations for 3rd grade - 199 PIC 36 Early Education, EAI solutions - 199 PIC 36 Early Education	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Utilize a universal screener Amplify MClass to students in kinder through 5th grade to assess reading proficiency. <b>Strategy's Expected Result/Impact:</b> Increase student outcomes in reading <b>Staff Responsible for Monitoring:</b> Director of Teaching & Learning, instructional coaches Campus Adminsitators  <b>Title I:</b> 2.4 - <b>Results Driven Accountability - Equity Plan</b> <b>Funding Sources:</b> Amplified Reading - 199 PIC 36 Early Education, Amplify-PD special ed teachers - 211 Title I, Part A, Amplified Reading - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Administer universal screener to students in 3rd through 8th grades to assess math skills. <b>Strategy's Expected Result/Impact:</b> Increase student outcomes in math <b>Staff Responsible for Monitoring:</b> Director of Teaching & Learning, instructional coaches  <b>Title I:</b> 2.4 - <b>Results Driven Accountability - Equity Plan</b> <b>Funding Sources:</b> Imagine Math - 410 IMA - \$60,000, Happy Numbers - 410 IMA - \$15,650	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Provide instructional resources to special education students receiving speech therapy, occupational services, physical therapy, adaptive physical therapy, visual impairment services, Orientation and Mobility, auditory impairment services, interpreting services, nursing services, interpreting services and behavior support to effectively meet students individualized Education Plan (IEP). <b>Strategy's Expected Result/Impact:</b> Improve student outcomes <b>Staff Responsible for Monitoring:</b> Director of Special Education  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
<b>Strategy 17:</b> Purchase instructional supplies for special education district personnel to support teachers and campuses with implementing educational best practices to support goals and objectives to effectively meet students Individual Educational Plan (IEP's) and to maintain compliance. <b>Strategy's Expected Result/Impact:</b> Improve student outcomes <b>Staff Responsible for Monitoring:</b> Director of Special Education  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
<b>Strategy 18:</b> Provide cognitive, psychological, communication, transition and Behavior assessments and evaluations for students who have been identified and meet TEA guidelines for students with disabilities. <b>Strategy's Expected Result/Impact:</b> Increase student outcomes by ensuring proper support service placement <b>Staff Responsible for Monitoring:</b> Director of Special Education  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
<b>Strategy 19:</b> Enhance classrooms and school libraries, with supplemental resources and upgrading the learning spaces. <b>Strategy's Expected Result/Impact:</b> Increase STAAR reading scores <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Title I:</b> 2.4 <b>Funding Sources:</b> shelving, seating and items related - 282 ESSER III	Formative			Summative
	Nov	Jan	Mar	June

Strategy 20 Details	Reviews			
<b>Strategy 20:</b> Provide supplemental resources for Bilingual/ESL teachers. <b>Strategy's Expected Result/Impact:</b> Increase in TELPAS results <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator, Bilingual/ESL teachers  <b>Title I:</b> 2.4  <b>Funding Sources:</b> Imagine in Espanol - 199 PIC 25 Bilingual, Nearpod - 263 Title III_LEP, Seidlitz - 263 Title III_LEP, Teacher Created Materials - 263 Title III_LEP, Teacher Created Materials - 199 PIC 25 Bilingual, Cengage/National Geographic - 199 PIC 25 Bilingual, Seidlitz - 263 Title III_LEP, Lakeshore (ESL) - 263 Title III_LEP, School Specialty (ESL) - 263 Title III_LEP, National School Products - 263 Title III_LEP, Summit K12 - 282 ESSER III, Amazon - 263 Title III_LEP, Gateway - 263 Title III_LEP, Amazon 3/23 - 263 Title IIIA Imm, Bilingual Planet (Dolly Loaiza) - 263 Title III_LEP, Amazon 3/1 - 263 Title III_LEP	Formative			Summative
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Strategy 21 Details	Reviews			
<b>Strategy 21:</b> Provide supplemental Reading materials, supplies and other resources to classrooms. <b>Strategy's Expected Result/Impact:</b> All students reading on grade level in 3rd grade. <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning, Instructional coaches/facilitator, Director of Special Education and Campus administration  <b>Title I:</b> 2.4  <b>Funding Sources:</b> Santillan USA - 199 PIC 36 Early Education, Amazon - 164 GT Local, Houghton Mifflin Harcourt - 199 PIC 36 Early Education	Formative			Summative
	Nov	Jan	Mar	June
Strategy 22 Details	Reviews			
<b>Strategy 22:</b> Provide an Additional Day School Year ADSY opportunities for identified students at the elementary and secondary level. <b>Strategy's Expected Result/Impact:</b> Close instructional gaps <b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction Campus Administration  <b>Title I:</b> 2.4  <b>Funding Sources:</b> SSAISD food services - 199 PIC 30 State Comp, Teacher Extra Duty Pay - 199 PIC 30 State Comp, Extra Duty Pay - 211 Comprehensive Support	Formative			Summative
	Nov	Jan	Mar	June



Strategy 23 Details	Reviews			
<b>Strategy 23:</b> Provide instructional materials and enrichment programs for Migrant students <b>Strategy's Expected Result/Impact:</b> Increase student outcomes <b>Staff Responsible for Monitoring:</b> Migrant Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> HEB - 212 Title I C Migrant, Lakeshore - 212 Title I C Migrant, Gateway - 212 Title I C Migrant	Formative			Summative
	Nov	Jan	Mar	June
Strategy 24 Details	Reviews			
<b>Strategy 24:</b> Address the academic impact of lost instruction due to COVID-19. <b>Strategy's Expected Result/Impact:</b> Increase student academic outcomes <b>Staff Responsible for Monitoring:</b> District administration and principals  <b>Title I:</b> 2.4 <b>Funding Sources:</b> - 281 ESSER II	Formative			Summative
	Nov	Jan	Mar	June
Strategy 25 Details	Reviews			
<b>Strategy 25:</b> Promote and recruit for the Dual Language program. <b>Strategy's Expected Result/Impact:</b> Student recruitment is essential to boosting excellence and enhancing diversity in an institution's student body, while tactically boosting the funding base which will support student achievement. <b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				




**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 2:** By June 2023, all elementary schools will reach a 93% attendance rate and all secondary schools will reach a 90% attendance rate.

**HB3 Goal**

**Evaluation Data Sources:** PEIMS Average Daily Attendance Rates by school

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase technology for students and staff that will provide support with compliance and aide in the interaction between students and instructors, which includes assistive technology or adaptive equipment for SWD. <b>Strategy's Expected Result/Impact:</b> Closing the achievement/learning gap created by COVID. <b>Staff Responsible for Monitoring:</b> All district and campus administration  <b>Title I:</b> 2.4, 2.6  <b>Funding Sources:</b> Troxell Communications - projectors, interactive whiteboards - 282 ESSER III - \$488,340, Troxell Communications - student laptops - 282 ESSER III - 199 11 6395 00 999 011 082 - \$1,055,600, CDW-G - teacher laptops - 282 ESSER III - \$271,600, Insight - chromebooks - 199 PIC 30 State Comp - \$129,250, Cytek - Juno Accessories - 224 IDEA B Formula - \$699, RehabMart - 282 ESSER III - 282 E 11 6399 00 813 123 000 - \$4,400	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide Summer Bridge for 7th and 8th grade students to close the math gap for Algebra. <b>Strategy's Expected Result/Impact:</b> Students meeting the Meets standard on EOC algebra test. <b>Staff Responsible for Monitoring:</b> Campus administration  <b>Title I:</b> 2.4  <b>Funding Sources:</b> Gateway Printing - supplies - 282 ESSER III - \$1,105.40	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide technology, instructional subscriptions, and personnel such as Instructional Coaches, Academic/Content Coordinators and Specialists, At Risk Counselors as supplemental to campus instruction. <b>Strategy's Expected Result/Impact:</b> Closing the achievement/learning gap created by COVID	Formative			Summative
	Nov	Jan	Mar	June

<p>Domain 2 Academic Growth in state accountability system</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Director of Curriculum and Instruction</p> <p><b>Funding Sources:</b> - 211 Title I, Part A, - 199 PIC 30 State Comp</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

**Performance Objective 1:** Targeted and ongoing professional development will be provided to 100% of instructional and support staff.

**HB3 Goal**

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Create professional learning opportunities that promote innovative instructional practices in order to support the creation of 21st century learning environments. <b>Strategy's Expected Result/Impact:</b> Increase STAAR outcomes <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Title I:</b> 2.5 <b>Funding Sources:</b> FAYE HAGERTY consultant - 255 Title II, Part A - 255 12 6299 00 818 24 000 - \$500, giftED20 - 255 Title II, Part A - \$1,000, FAYE Hagerty consultant - 255 Title II, Part A - \$1,000, Imagery Graphing System - 211 Title I, Part A - \$870, Fundamental 5 - 255 Title II, Part A - \$10,413.24, Migrant Conference - 212 Title I C Migrant - \$350, Frog Street Splash conference - 205 Head Start - \$498, Building Math Minds - 211 Title I, Part A - \$10,944, Laying the Foundation - 255 Title II, Part A - \$44,000, South West Airlines - 205 Head Start - 205-E-21-6411-80-816-2-36-0-03 - \$1,127.84, Enterprise Car rental - 205 Head Start - 205-E-21-6411-80-816-2-36-0-03 - \$250.84, Amy Montoya - 205 Head Start - \$921.64, Loni Rodriguez - 205 Head Start - \$331, Rosanna Carmona-Mercado - 205 Head Start - \$825.34, Esmeralda Trevino - 205 Head Start - \$331, National Head Start Association - 205 Head Start - 205-E- XX- 6411-80-816-2-36-0-03 - \$2,516, Amy Montoya - 205 Head Start - 205-E-13-6411-80-816-2-36-0-03 - \$962, Gary Urdiales - 205 Head Start - 205-E-61-6411-80-816-2-36-0-03 - \$962, Jessica Algueseva - 205 Head Start - 205-E-33-6411-80-816-2-36-0-03 - \$407.50, Rosanna Carmona-Mercado - 205 Head Start - 205-E-21-6411-80-816-2-36-0-03 - \$962, Wells Fargo -Southwest - 205 Head Start - 205-E-XX-6411-80-816-2-36-0-03 - \$1,466.88, Wells Fargo -Southwest - 205 Head Start - 205-E-21-6411-80-816-2-36-0-03 - \$358.96		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Conduct satisfaction surveys to teachers for feedback on support and resources provided. <b>Strategy's Expected Result/Impact:</b> Increase teacher retention. <b>Staff Responsible for Monitoring:</b> campus administration		Formative			Summative
		Nov	Jan	Mar	June






Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide training on Individual Educational Plan (IEP) development, implementation data collection and SPED compliance to ensure support to campus, teachers and administrators. <b>Strategy's Expected Result/Impact:</b> Incresed student outcomes and proficiency in individualized Educational Plans. <b>Staff Responsible for Monitoring:</b> Director of Special Education  <b>Title I:</b> 2.4 <b>Funding Sources:</b> ESC20 - 224 IDEA B Formula - \$125, ESC 20 - 224 IDEA B Formula - \$225, ESC 20 - 224 IDEA B Formula - \$125, Educating Diverse Learners - 282 ESSER III - \$24,000, N2Y - 282 ESSER III - \$7,680		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Provide additional staff (including instructional coaches, facilitators, clerks, specialists and coordinators) for supplemental support and services to improve teacher quality and student academic achievement . <b>Strategy's Expected Result/Impact:</b> Improved teacher efficacy. <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning, Director of Federal and State Programs, CAO  <b>Title I:</b> 2.4 <b>Funding Sources:</b> Instructional coaches and facilitators - 211 Title I, Part A - \$1,300,000, Instructional coaches - 255 Title II, Part A - \$290,000, Rti specialist - 255 Title II, Part A - \$65,000, Director of Teaching and Learning - 211 Title I, Part A - \$110,000, Instructional facilitator and coordiantor - 263 Title III_LEP - \$90,000, Instructional facilitators - 224 IDEA B Formula - \$250,000, Traci Skrovan - 199 PIC 36 Early Education - \$2,950, Amplified: mClass - 255 Title II, Part A - \$750, Intech Southwest - 211 Title I, Part A - \$365, ESEA Network - 211 Title I, Part A - \$700, ACET - 211 Title I, Part A - \$375, Director of Strateic Planning and Innovation - 211 Title I, Part A - \$45,000, Director of Federal Programs - 211 Title I, Part A - \$70,000, Parent Liaison - 211 Title I, Part A - \$30,000, Clerk III - Federal Programs - 211 Title I, Part A - \$30,000, Clerk III - laptop - 211 Title I, Part A - \$1,200, Intech Southwest - 212 Title I C Migrant - \$2,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide professional development in early literacy, CIRCLE, ASQ, CLASS, PK guidelines, Estrellitas, HS ELOFS, HS Performance Standards, First Aid/CPR and best practices. <b>Strategy's Expected Result/Impact:</b> Improve student outcomes and teacher efficacy <b>Staff Responsible for Monitoring:</b> Director of Early Childhood  <b>Title I:</b> 2.4 - <b>Results Driven Accountability</b> <b>Funding Sources:</b> Wells Fargo-Teachstone - 205 Head Start - 205-E-13-6499-80-816-1-36-0-02 - \$125, Hope CPR/ AED & First Aid Training - 205 Head Start - 205-E-13-6299-80-816-2-36-0-03 - \$30, National Head Start Association - 205 Head Start - 205-E-21-6495-80-816-2-36-0-03 - \$910, Wells Fargo - 205 Head Start - 205-E13-6399-80-816-2-36-0-03 - \$125, Wells Fargo- Sams - 205 Head Start - 205-E-21-6499-80-816-2-36-0-03 - \$77.76 , Region 20 - 205 Head Start - 205-E-61-6234-80-XXX-2-36-0-03 - \$1,250, Estela's Mexican Restaraunt - 205 Head Start - 205-E-21-6495-80-816-2-36-0-03 - \$155, National Assocaition for the Education of Young Children - 205 Head Start - 205-E-XX-6495-80-816-2-36-0-03 - \$207, Hope CPR/ AED & First Aid Training - 205 Head Start - 205-E-13-6299-80-816-2-36-0-03 - \$350, Wells Fargo -Sams - 205 Head Start - 205-e-21-6499-80-816-2-36-0-03 - \$158.68, Wells Fargo- Teachstone - 205 Head Start - 205-E-13-6499-80-816-2-36-0-03 - \$125, Wells Fargo- Teachstone - 205 Head Start - 205-E-13-6499-80-816-2-36-0-03 - \$125, Hope CPR - 205 Head Start - 205-e-21-6299-80-816-2-36-0-03 - \$350, HEB - 205 Head Start - 205 E 61 6499 80 107 2 36 0 03 - \$159.85, HEB - 205 Head Start - 205 E 61 6499 80 115 2 36 0 03 - \$79.64, HEB - 205 Head Start - 205 E 61 6499 80 108 2 36 0 03 - \$145.05, HEB - 205 Head Start - 205 E 61 6499 80 106 2 36 0 03 - \$197.85, HEB - 205 Head Start - 205 E 61 6499 80 113 2 36 0 03 - \$200.94, U. S. National Bank - 205 Head Start - 205 E 61 6499 80 110 2 36 0 03 - \$144.02, Teachstone - 205 Head Start - 205 E 13 6411 80 816 2 36 0 03 - \$775, Estelas Mexican Food - 205 Head Start - 205 E 21 6499 80 816 2 36 0 03 - \$165, Estela's Mexican Food - 205 Head Start - 205 E 21 6499 80 816 3 36 0 04 - \$102.50 , Enterprise - 205 Head Start - 205 E 21 6411 80 816 3 36 0 04 - \$635.31, U. S. Bamk National - 205 Head Start - 205 E XX 6411 80 816 3 36 0 04 - \$1,644.80, Frog Street Press - 205 Head Start - 205 E XX 6411 80 816 3 36 0 04 - \$3,141, R. Mercado- Travel allowance - 205 Head Start - 205 E 21 6411 80 816 3 36 0 04 - \$664.46, MC Hernandez - Travel Allowance - 205 Head Start - 205 E 21 6411 80 816 3 36 0 04 - \$260, Amy Montoya - Travel Allowance - 205 Head Start - 205 E 13 6411 80 816 3 36 0 04 - \$664.46, Kristin Epstein - 205 Head Start - 205 E 13 6411 80 816 3 36 0 04 - \$664.46, Loni Rodriguez - 205 Head Start - 205 E 13 6411 80 816 3 36 0 04 - \$260, National Head Start Assocaition - 205 Head Start - 205 e 21 6495 80816 3 36 0 04 - \$979, Texas Association of School - 205 Head Start - 205 E 41 6495 80 726 3 36 0 04 - \$135	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Math teachers will be trained on the effective use of manipulatives for use during extended learning opportunities during math intervention periods. <b>Strategy's Expected Result/Impact:</b> Improve standards-based lessons for increased student outcomes. <b>Staff Responsible for Monitoring:</b> Principal and instructional coaches  <b>Title I:</b> 2.4 - <b>Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Secondary teachers will be trained on high yield math strategies to increase student achievement. <b>Strategy's Expected Result/Impact:</b> Improve standards based lessons for increased student outcomes. <b>Staff Responsible for Monitoring:</b> Principal, instructional coaches, Director of Teaching and Learning  <b>Title I:</b> 2.4 - <b>Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. <b>Strategy's Expected Result/Impact:</b> Differentiated lessons. <b>Staff Responsible for Monitoring:</b> Executive Director of Instructional Services  <b>Title I:</b> 2.4 - <b>Results Driven Accountability - Equity Plan</b> <b>Funding Sources:</b> - 205 Head Start - \$50, ESC-20 Region 20 - 205 Head Start - 205-E-41-6499-80-726-2-36-0-03 - \$50	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details		Reviews			
<b>Strategy 9:</b> Provide supplemental resources and services in curriculum, instruction and assessment, professional development, and specialized services to enhance student instruction while ensuring a safe learning environment. <b>Strategy's Expected Result/Impact:</b> Increase rigorous lessons and improved academic student outcomes. <b>Staff Responsible for Monitoring:</b> DOA, Campus administrators, Bilingual/ESL Coordinator and Facilitator, Program Directors including Special Education  <b>Results Driven Accountability - Equity Plan</b> <b>Funding Sources:</b> ESC-20 Language Conference - 199 PIC 25 Bilingual - \$3,300, Instructional Materials - 263 Title III_LEP - \$2,000, QEP Professional books - 255 Title II, Part A - \$892, AMET Conference - 212 Title I C Migrant - \$1,000, Professional Learning Materials (Seidlitz) - 263 Title III_LEP - \$1,000, ESC 20 Language Conference - 263 Title III_LEP - \$3,400, ESC 20 Language Conference (21-22) - 263 Title III_LEP - \$1,500, Cengage Learning (Nat Geo) - 263 Title III_LEP - \$5,859, ESC-20 Commitment (21-22) - 199 PIC 25 Bilingual - \$14,175, ESC-20 Professional Learning - 199 PIC 25 Bilingual - \$25, Employee Monthly Mileage 21-22 - 263 Title III_LEP - \$165.63, Lunita Professional Learning (1st Grade) - 263 Title III_LEP - \$693, AMET (21-22) - 212 Title I C Migrant - \$792.93, Cengage Learning (Nat Geo) - 199 PIC 25 Bilingual - \$1,336.50, Employee Monthly Mileage 1/2022 - 263 Title III_LEP - \$52, CalidadED Consulting (Coaching) - 199 PIC 25 Bilingual - \$3,500, Amazon - 263 Title III_LEP - \$333, Employee Monthly Mileage 2/2022 - 263 Title III_LEP - \$91, Amazon 3/28 - 199 PIC 25 Bilingual - \$956, HEB - 199 PIC 25 Bilingual - \$112, CalidadEd Consulting - 199 PIC 25 Bilingual - \$3,500, Employee Monthly Mileage 4/2022 - 263 Title III_LEP - \$78, NASDME - 212 Title I C Migrant - \$475, Jose G. per diem (NASDME) - 212 Title I C Migrant - \$112		Formative			Summative
		Nov	Jan	Mar	June
Strategy 10 Details		Reviews			
<b>Strategy 10:</b> Provide T-PESS or T-TESS training for principals and assistant principals to help them in self evaluation and improve providing teacher feedback. <b>Strategy's Expected Result/Impact:</b> Engaged lessons by teachers <b>Staff Responsible for Monitoring:</b> Executive Director of C&I and campus principal  <b>Title I:</b> 2.4 <b>Funding Sources:</b> Region 20 - 255 Title II, Part A - \$1,000, Region 20 - 255 Title II, Part A - \$700		Formative			Summative
		Nov	Jan	Mar	June
Strategy 11 Details		Reviews			
<b>Strategy 11:</b> Provide professional development opportunities to BIL/ESL department to keep up with required mandates and compliance. <b>Strategy's Expected Result/Impact:</b> Meeting requirements with all programs <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator  <b>Funding Sources:</b> Region 20 - 199 PIC 25 Bilingual - \$50, TABE - 263 Title III_LEP - \$100		Formative			Summative
		Nov	Jan	Mar	June







Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Provide Bilingual/ESL and Special Education stipends to teachers. <b>Strategy's Expected Result/Impact:</b> Improve teacher retention <b>Staff Responsible for Monitoring:</b> Campus administration, Bilingual/ESL department, Special Education department  <b>Funding Sources:</b> Stipends for Bilingual/ESL teachers - 199 PIC 25 Bilingual - \$100,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Provide professional development through Bilingual Symposium in areas of high needs for Bilingual/ESL teachers and general best practices for all classroom teachers to enhance instructional practices and increase student performance. <b>Strategy's Expected Result/Impact:</b> Increased instructional efficacy and improved student outcomes <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Department  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Dr. ET & Company - 199 PIC 25 Bilingual - \$950, CalidadEd Consulting - 263 Title III_LEP - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Implement ongoing professional learning and development for CRIMSI (COVID Recovery Instructional Materials Support Initiative). <b>Strategy's Expected Result/Impact:</b> Improved Student Outcomes <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Reimburse teachers for adding ESL supplemental to their teaching certificates. <b>Strategy's Expected Result/Impact:</b> Differentiated instruction in ESL classrooms <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator  <b>Title I:</b> 2.6 <b>Funding Sources:</b> Employees - 199 PIC 25 Bilingual - \$2,000, Employees - 199 PIC 25 Bilingual - \$2,000, Employee (ESL Reimbursement) - 199 PIC 25 Bilingual - \$196.87, Employee (ESL Reimbursement) - 199 PIC 25 Bilingual - \$196.87, Employee (ESL Reimbursement) - 199 PIC 25 Bilingual - \$196.87, Employee (ESL Reimbursement) - 199 PIC 25 Bilingual - \$196.87	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide test preparation for English teachers who will pursue an ESL certification. <b>Strategy's Expected Result/Impact:</b> Enhanced instructional practices <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator  <b>Title I:</b> 2.4 <b>- Results Driven Accountability - Equity Plan</b> <b>Funding Sources:</b> - 199 PIC 25 Bilingual - \$10,000, ESL/BIL Certification Bootcamp (Dr. E. Trevino) - 199 PIC 25 Bilingual - \$1,089	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** AP test results, Dual Enrollment Data, TSIA 2.0, CTE Certifications and Licensures

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administer the SAT/PSAT/AP/PreAP/TSIA 2.0 to expand access to a globally recognized college admission test that's accepted at all U.S. colleges and universities. <b>Strategy's Expected Result/Impact:</b> Increase access to university and colleges <b>Staff Responsible for Monitoring:</b> College & Financial Aid Specialist  <b>Title I:</b> 2.4 <b>Funding Sources:</b> - 199 PIC 31 HS Allotment - \$55,600, College Board Pre AP - 289 Title IV - \$18,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Administer ASVAB to determine qualification for military enlistment. <b>Strategy's Expected Result/Impact:</b> Increase career paths <b>Staff Responsible for Monitoring:</b> College & Financial Aid Specialist  <b>Title I:</b> 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide access to courses at Palo Alto College and St. Philips College through the dual credit or the Early College Program. <b>Strategy's Expected Result/Impact:</b> Increase attainment of dual credit courses. <b>Staff Responsible for Monitoring:</b> Executive Director of Instructional Services, Early College Director, CTE Director  <b>Title I:</b> 2.4 <b>Funding Sources:</b> - 199 PIC 31 HS Allotment - \$200,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Partner with local business to establish internships for CTE students. <b>Strategy's Expected Result/Impact:</b> Increase internships for high school students. <b>Staff Responsible for Monitoring:</b> CTE Director  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide industry based certifications to students. <b>Strategy's Expected Result/Impact:</b> Students graduating with industry based certifications. <b>Staff Responsible for Monitoring:</b> CTE Director  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Sustain middle schools Choice Academies: Fine Arts, STEM, Health Science and Architecture, Construction and Design. <b>Strategy's Expected Result/Impact:</b> Enter high school with a define career path. <b>Staff Responsible for Monitoring:</b> Middle School Principals  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Advanced Academic Preparation materials and training will be aligned and embedded into AP courses. <b>Strategy's Expected Result/Impact:</b> Increased AP Scores <b>Staff Responsible for Monitoring:</b> AP Teachers  <b>Title I:</b> 2.5  <b>Funding Sources:</b> NMSI- ap computer science - 289 Title IV - \$7,000, University of Tennessee - 289 Title IV - \$525 , William Marsch Rice University - 289 Title IV - \$600, Orange County of Superintendent Schools - 289 Title IV - \$1,200	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide advanced academic preparation sessions beyond regular school hours. <b>Strategy's Expected Result/Impact:</b> Increased Advanced Academic Exam Scores <b>Staff Responsible for Monitoring:</b> District and Campus Instructional Teams  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide high quality resources for student success in advance courses and advance exams. <b>Strategy's Expected Result/Impact:</b> Increased student participation and performance and exams <b>Staff Responsible for Monitoring:</b> Coordinator for Advanced Academics Gifted and Talented Specialists Executive Director of Curriculum and Instruction  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide students opportunities to participate in STEAM camps and related enrichment activities. <b>Strategy's Expected Result/Impact:</b> Introduce students to different areas in Science, Technology, Engineering, Arts and Math fields. <b>Staff Responsible for Monitoring:</b> Advance Academics, BESL Coordinator  <b>Title I:</b> 2.5  <b>Funding Sources:</b> Lego Education (Bilingual Elementary Robotics) - 263 Title III_LEP - \$2,522, Gateway - 263 Title III_LEP - \$94, STEAM camp - Amazon - 289 Title IV - \$1,359.78, ULine Inc - 289 Title IV - \$895.94, NASCO - 289 Title IV - \$57.34, Burmax - 289 Title IV - \$1,070.64, Wards Natural Science - 289 Title IV - \$491.57, AutoZone - 289 Title IV - \$1,136.08, Amazon - 289 Title IV - \$800.59, HEB - paella - 289 Title IV - \$200, Amazon 3/23 - 263 Title III_LEP - \$1,296	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**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 resources by 5% to provide services(mental health, leadership opportunities, etc.) for At-Risk Students to succeed in school.





**Evaluation Data Sources:** CARE Zone Activity Log

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improve grades, attendance and behavior. <b>Staff Responsible for Monitoring:</b> Executive-Director of C&I  <b>Title I:</b> 2.6 <b>Funding Sources:</b> 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, Mental Health Behavioral specialist - 289 Title IV - \$65,000, Amazon: Supplies for carezone - 289 Title IV - \$400, Jewish Family Services - 289 Title IV - \$50,000, Amazon: Project SMART - 212 Title I C Migrant - \$615.35, Grils Empowerment Network - 289 Title IV - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize Private Non-Profit (PNP) support for students using the ESSA and ESSER grants. <b>Strategy's Expected Result/Impact:</b> Increased academic scores. <b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs  <b>Funding Sources:</b> Region 20 - 211 Title I, Part A - 35,000 - \$23,000, ESSER - 266 ESSER 1 - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure students of all grade levels have the opportunity to enhance learning and real-life experiences through educational field trips experiences or mobile labs. <b>Strategy's Expected Result/Impact:</b> Increase student outcomes <b>Staff Responsible for Monitoring:</b> SSAISD teachers and Campus Principals  <b>Title I:</b> 2.5 <b>Funding Sources:</b> Devine Acres/ Transportation - 205 Head Start - 205-E-11-XXXX-80-106-2-36-0-03 - \$612.80, Lego Land (Entry Fee) BIL PK - 263 Title III_LEP - \$60, Lego Land/ Transportation - 205 Head Start - 205 E 11 XXXX 80 109 2 36 0 03 - \$362.04, San Antonio childrens Museum/ Transportation - 205 Head Start - 205 E 1 XXXX	Formative			Summative
	Nov	Jan	Mar	June

80 110 2 36 0 03 - \$592.40, Lego land/ transportation - 205 Head Start - 205 E 11 XXXX 80 113 2 36 0 03 - \$582.02, San antonio Zoo/ Transporatation - 205 Head Start - 205 e XXXX 80 107 2 36 0 03 - \$219.72, U S National Bank / The Doseum /Transportation - 205 Head Start - 205 E 11 XXXX 80 106 2 36 0 03 - \$525.96, U S National Bank/ Animal World & Snake Farm/Transportation - 205 Head Start - 205 e 11 XXXX 80 105 2 36 0 03 - \$514.35, U S National Bank/ Wild Things Zoofari petting Zoo - 205 Head Start - 205 e 11 XXXX 80 113 2 36 0 03 - \$430, U s National Bank/ Lego Land/Transportation - 205 Head Start - 205 e 11 XXXX 80 105-2 36 0 03 - \$471.66, Merlin Entertainment / Transportation - 205 Head Start - 205 E 11 XXXX 80 115 2 36 0 03 - \$339.36, Morning Star Ranch - 205 Head Start - 205 e 11 6299 80 XXX 2 36 0 03 - \$3,465, Merlin entertainment/Transportation - 205 Head Start - 205 E 11 xxxx 80 110 2 36 0 03 - \$386.55, Transportation to Morgan's Wonderland - 205 Head Start - 205 E 11 6494 80 105 3 36 0 04 - \$206.44, Magik Children's Theatre/ Transportation - 205 Head Start - 205 e 11 xxxx 80 105 3 36 0 04 - \$211.02, Lego Land / Transportation - 205 Head Start - 205 e 11 xxxx 80 108 3 36 0 04 - \$664.68, Devine Acres/ Transportation - 205 Head Start - 205 e 11 xxxx 80 108 3 36 0 04 - \$651.72, Lego land /Tranpsortation - 205 Head Start - 205 e 11 xxxx 80 104 3 36 0 04 - \$481.24, San Antonio Zoo - 205 Head Start - 205 e 11 xxxx 80 106 3 36 0 04 - \$446.08, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 115 2 36 0 03 - \$30.16, Explore outdoor play area - 205 Head Start - 205 E 11 6494 80 110 2 36 0 03 - \$97.76, Explore outdoor play area - 205 Head Start - 205 E 11 6494 80 110 2 36 0 03 - \$97.76, Explore outdoor play area - 205 Head Start - 205 E 11 6494 80 112 2 36 0 03 - \$28.60, Explore outdoor play area - 205 Head Start - 205 E 11 6494 80 112 2 36 0 03 - \$29.12, Explore outdoor play area - 205 Head Start - 205 E 11 6494 80 109 3 36 0 04 - \$83.72, Explore outdoor play area - 205 Head Start - 205 E 11 6494 80 109 3 36 0 04 - \$83.72, Explore outdoor play area - 205 Head Start - 205 E 11 6494 80 109 2 36 0 03 - \$83.72, Explore outdoor play area - 205 Head Start - 205 E 11 6494 80 109 2 36 0 03 - \$83.72, Explore outdoor play area - 205 Head Start - 205 E 11 6494 80 104 3 36 0 04 - \$32.76, Explore outdoor play area - 205 Head Start - 205 E 11 6494 80 104 3 36 0 04 - \$32.76, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 104 2 36 0 03 - \$5.20, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 104 2 36 0 03 - \$5.20, Explore outdoor play area - 205 Head Start - 205 E 11 6494 80 105 3 36 0 04 - \$16.64, Explore outdoor play area - 205 Head Start - 205 E 11 6494 80 105 3 36 0 04 - \$16.64, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 105 2 36 0 03 - \$16.64, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 105 2 36 0 03 - \$16.64, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 108 3 36 0 04 - \$61.88, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 108 3 36 0 04 - \$61.88, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 108 2 36 0 03 - \$61.88, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 108 2 36 0 03 - \$61.88, San antonio Zoo/ Transportation - 205 Head Start - 205 e 11 xxxx 80 108 2 36 0 03 - \$171.60, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 106 3 36 0 04 - \$61.88, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 106 3 36 0 04 - \$61.88, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 106 2 36 0 03 - \$19.24, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 106 2 36 0 03 - \$19.24, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 107 3 36 0 03 - \$24.44, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 107 3 36 0 03 - \$24.44, Explore outdoor play area - 205 Head Start - 205 e 11 6494 80 107 2 36 0 03 - \$24.44, Morgan's Wonderland - 205 Head Start - 205 E 11 6412 80 107 3 36 0 04 - \$420.02, Merlin Entertainment - 205 Head Start - 205 E 11 6412 80113 3 36 0 04 - \$392.02, U S Bank National - 205 Head Start - 205 E 61 6499 80 106 3 36 0 04 - \$52, U S Bank National - 205 Head Start - 205 E 61 6499 80 107 3 36 0 04 - \$59.56, U S Bank National - 205 Head Start - 205 E 61 6499 80 113 3 36 0 04 - \$124.90, U S Bank National - 205 Head Start - 205 E 61 6499 80 113 3 36 0 04 - \$59.56, U S Bank National - 205 Head Start - 205 E 21 6499 80 816 3 36 0 04 - \$29.62, U S Bank National - 205 Head Start - 205 E 61 6499 80 108 3 36 0 04 - \$65.48, Magik Children's Theatre - 205 Head Start - 205 E 11 6412 80 105 3 36 0 04 - \$211.02, San Antonio Aquarium/Transportaion - 205 Head Start - 205 E 11 XXXX 80 109 3 36 0 04 - \$220.16

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide leadership/mentoring opportunities to students. <b>Strategy's Expected Result/Impact:</b> Improved attendance and academic grades. <b>Staff Responsible for Monitoring:</b> VYP sponsors, campus administration and Director of Federal Programs  <b>Title I:</b> 2.4 <b>Funding Sources:</b> IDRA - 211 Title I, Part A - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide emotional, intellectual, and emotional needs through mental health support and resources. <b>Strategy's Expected Result/Impact:</b> Improved attendance <b>Staff Responsible for Monitoring:</b> Assistant athletic director and Director of Federal Programs  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Create partnerships with community members that will service our early childhood students in order to support ELAR, Student Health, Math, through classroom observations, provide real-time coaching to ECE teachers, and in-home mental health supports to the children and their families. Support can include but is not limited to physical exams, lead testing, hemoglobin, vaccinations., tutoring, coaching and more. <b>Strategy's Expected Result/Impact:</b> Increase the number of students reading on grade level, in addition to improving student health, social skills and student learning experiences. <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Department District Directors Campus Principals  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June







Strategy 7 Details		Reviews			
<b>Strategy 7:</b> Provide a program that educates students against the use of alcohol, tobacco, and e-cigarettes. It should also prevent bullying/harassment, including teen dating/sexual violence. <b>Strategy's Expected Result/Impact:</b> Healthier and more focused students <b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling  <b>Title I:</b> 2.6 <b>Funding Sources:</b> Vector Solutions, Safe Schools - 289 Title IV - \$2,550		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>					

**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 June 2023, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 10%.

**Evaluation Data Sources:** Discipline Referrals

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide resources and/or training for school counselors to provide mental health support to students. <b>Strategy's Expected Result/Impact:</b> Improved attendance and grades. <b>Staff Responsible for Monitoring:</b> Coordinator of Health Services and Director of Counseling  <b>Title I:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide resources and /or training for school nurses and personnel to provide a healthy and safe school environment for students. <b>Strategy's Expected Result/Impact:</b> Improved attendance. <b>Staff Responsible for Monitoring:</b> Coordinator of Health Services and Executive Director of Student Services  <b>Title I:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Advertise and maintain the district bullying reporting website on campuses and campus/district websites. Anonymous Alert. <b>Staff Responsible for Monitoring:</b> SCTG Team ( Coordinator, Behavior Specialist, Facilitators) Campus Principals  <b>Funding Sources:</b> - 289 School Climate - \$5,600	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide digital platform to schools to prepare, respond and recover from emergency situations. <b>Strategy's Expected Result/Impact:</b> Efficient and effective exit plan in an emergency. <b>Staff Responsible for Monitoring:</b> Chief of police and campus administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





<b>Funding Sources:</b> Navigate Prepare 360 - 289 Title IV - \$20,787				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**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:** Safety protocols and measures will be implemented district wide to ensure 100% of students are in safe environment conducive to learning.

**Evaluation Data Sources:** COVID test numbers, vaccine clinic logs, postive test percent

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Contract custodial service to ensure sanitation of all schools areas. <b>Strategy's Expected Result/Impact:</b> increase % in student and staff attendance <b>Staff Responsible for Monitoring:</b> campus administration district administration  <b>Funding Sources:</b> Custodial Services - 282 ESSER III - \$200,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase custodial supplies that will focus on disinfection. <b>Strategy's Expected Result/Impact:</b> increase student attendance <b>Staff Responsible for Monitoring:</b> campus administration district administration  <b>Funding Sources:</b> Custodial Supplies - 282 ESSER III - \$50,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Retrofit water fountains with bottle water faucet to ensure low transmission of germs. <b>Strategy's Expected Result/Impact:</b> increase student attendance <b>Staff Responsible for Monitoring:</b> district administration  <b>Funding Sources:</b> Water Fountains - 282 ESSER III - \$306,723	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Ensure air quality in all school buildings. <b>Strategy's Expected Result/Impact:</b> increased student attendance <b>Staff Responsible for Monitoring:</b> district adminstration  <b>Funding Sources:</b> HVAC - 282 ESSER III - \$1,781,058	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Ensure buses are equipped with air filtration system. <b>Strategy's Expected Result/Impact:</b> increase student attendance <b>Staff Responsible for Monitoring:</b> district administration  <b>Funding Sources:</b> Air Purifiers - 282 ESSER III - \$40,275	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Employees (custodians) continue to prevent, prepare and respond to COVID-19. <b>Strategy's Expected Result/Impact:</b> Increase safety and clean learning environment for student learning spaces to function for normal operations. <b>Staff Responsible for Monitoring:</b> District and campus administration  <b>Funding Sources:</b> 281 ESSER II - 281 ESSER II - \$1,580,971	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 1:** By June 2023, 90% of all 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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize Black Board to increase parental engagement y announcing Academic nights, campus activities, parent involvement and family engagement functions. <b>Strategy's Expected Result/Impact:</b> Increase parental engagement and attendance at district and campus events <b>Staff Responsible for Monitoring:</b> Technology Director and campus administration  <b>Title I:</b> 4.1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement a district theme and hastag in all marketing platforms: Facebook, Twitter, Instram, etc. <b>Strategy's Expected Result/Impact:</b> Increase parental engagement and attendance at district and campus events. <b>Staff Responsible for Monitoring:</b> District and campus leaders  <b>Title I:</b> 4.1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All documentation provided to SSAISD parents/guardians will be in languages that are appropriate for our community. <b>Strategy's Expected Result/Impact:</b> Improved communication with parents. <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration  <b>Funding Sources:</b> Lingualinx - 205 Head Start	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Conduct and provide community assessment for Early Childhood/Head Start to identify strengths and needs for the program. <b>Strategy's Expected Result/Impact:</b> Be in compliance with Federal Head Start Standards <b>Staff Responsible for Monitoring:</b> Director of Early Childhood  <b>Title I:</b> 2.4		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> 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, SPED Lunch and Learn and similar events. <b>Strategy's Expected Result/Impact:</b> Increase parent involvement at campus and district level. <b>Staff Responsible for Monitoring:</b> Director of Early Childhood, Bilingual Coordinator, Migrant Specialist, Director of Special Education  <b>Title I:</b> 4.2  <b>Funding Sources:</b> Sams Club - 211 Title I, Part A - \$500, Amazon - 205 Head Start - 205-E-61-6499-80-XXX-1-36-0-02 - \$79.95, HEB - 205 Head Start - 205-E-61-6499-80-XXX-1-36-0-02 - \$215.67, Wells Fargo - 205 Head Start - 205-E-61-6499-80-XXX-1-36-0-02 - \$272.48, Amazon (Parent Meriendas (21-22)) - 263 Title III_LEP - \$71.37, Sam's Club - 212 Title I C Migrant - \$100, Walmart - 212 Title I C Migrant - \$100, Oriental Trading - 205 Head Start - 205-E -61-61-6399-80-104-2-36-03 - \$904.16, Lakeshore - 205 Head Start - 205-E-61-6399-80-105-2-36-0-03 - \$79.10, Wells Fargo- Sams - 205 Head Start - 205-E-61-6499-80-xxx-2-36-0-03 - \$1,092.90, Office Depot - 205 Head Start - 205-E-21-6399-80-816-2-36-0-03 - \$409.18, Family Service Association of San Antonio - 205 Head Start - 205-E-61-6299-80-816-2-36-0-03 - \$984.03, US. National Bank - 205 Head Start - 205 E61 649980104236003 - \$137.68, Wells FARGO - 205 Head Start - 205 e 61 6499 80 115 2 36 0 03 - \$68.26, Heb - 205 Head Start - 205 E 61 6499 80 XXX 2 36 0 03 - \$327.80, Wells Fargo - 205 Head Start - 205 e 61 6499 80 105 2 36 0 03 - \$138.04, HEB - 205 Head Start - 205 E 21 6499 80 816 2 36 0 03 - \$20.25, Oriental Trading - 205 Head Start - 205 E 61 6399 80 115 2 36 0 03 - \$62.50, Oriental Trading - 205 Head Start - 205 E 61 6399 80 109 2 36 0 03 - \$62.50, Family Service association - 205 Head Start - 205-E-61-6299-80-816-2-36-0-03 - \$2,952.09, Family Service association - 205 Head Start - 205-E-61-6299-80-816-2-36-0-03 - \$1,476.04, U.S, Naitonal Bank - 205 Head Start - 205-E-61-6499-80-109-2-36-0-03 - \$126.06, U.S, National Bank - 205 Head Start - 205-E-61-6499-80-106-2-36-0-03 - \$178.60, Wells Fargo - 205 Head Start - 205 E 61 6499 80 108 2 36 0 03 - \$144.02, Wells Fargo - 205 Head Start - 205 E 61 6499 80 112 2 36 0 03 - \$128.66, Wells Fargo - 205 Head Start - 205 E 61 6499 80 107 2 36 0 03 - \$159.44, Wells Fargo - 205 Head Start - 205 E 61 6499 80 113 2 36 0 03 - \$163.42, HEB - 205 Head Start - 205 E 61 6499 80 104 2 36 0 03 - \$32.18, HEB - 205 Head Start - 205 E 61 6499 80 106 2 36 0 03 - \$32.18, HEB - 205 Head Start - 205 E 61 6499 80 115 2 36 0 03 - \$64.88, HEB - 205 Head Start - 205 E 61 6499 80 110 2 36 0 03 - \$159.71, HEB - 205 Head Start - 205 E 61 6499 80 109 2 36 0 03 - \$110.35, HEB - 205 Head Start - 205 E 61 6499 80 109 2 36 0 03 - \$64.88, HEB - 205 Head Start - 205 e 61 6499 80 113 2 36 0 03 - \$698.26, Wells Fargo /Sams Club - 205 Head Start - 205 E 61 6499 80 113 2 36 0 03 - \$163.42, Family Service association - 205 Head Start - 205-E-61-6299-80-816-2-36-0-03 - \$1,331.27, Amazon - 263 Title IIIA Imm - \$86, Food Service - 205		Formative			Summative
		Nov	Jan	Mar	June

Head Start - 205 E 61 6499 80 104 3 36 0 04 - \$180, Food Service - 205 Head Start - 205 E 61 6499 80 106 3 36 0 04 - \$180, Oriental Trading - 205 Head Start - 205 E 61 6399 80 115 3 36 0 04 - \$403.77, Oriental Trading - 205 Head Start - 205 E 61 6399 80 109 3 36 0 04 - \$493.61, Amazon - 205 Head Start - 205 e 61 6499 80 113 3 36 0 04 - \$82.71, Amazon - 205 Head Start - 205 e 61 6399 6399 80 113 3 36 0 04 - \$235.80, Oriental Trading - 205 Head Start - 205 E 61 6399 80 104 3 36 0 04 - \$432.28, Oriental Trading - 205 Head Start - 205 e 61 6399 80 106 3 36 0 04 - \$508.10, Amazon - 205 Head Start - 205 E 61 6399 80 106 3 36 0 04 - \$484.83, Amazon - 205 Head Start - 205 E 61 6499 80 106 3 36 0 04 - \$23.49, US Bank National/ Sams - 205 Head Start - 205 E 61 6499 80 107 3 36 0 04 - \$59.56, US Bank National/ Sams - 205 Head Start - 205 E 61 6499 80 108 3 36 0 04 - \$30.18, Amazon - 205 Head Start - 205 E 61 6399 80 816 3 36 0 04 - \$2,534.90, US Bank National /Sams - 205 Head Start - 205 E 61 6499 80 112 3 36 0 04 - \$148.02, US Bank National /Sams - 205 Head Start - 205 E 61 6499 80 105 3 36 0 04 - \$38.10, US Bank National /Sams - 205 Head Start - 205 E 61 6499 80 112 3 36 0 04 - \$38.10, US Bank National /Sams - 205 Head Start - 205 E 61 6499 80 104 3 36 0 04 - \$34.90, US Bank National /Sams - 205 Head Start - 205 E 61 6499 80 112 3 36 0 04 - \$148.02, HEB - 205 Head Start - 205 E 61 6499 80 107 3 36 0 04 - \$31.14, HEB - 205 Head Start - 205 E 61 6499 80 107 3 36 0 04 - \$63.14, HEB - 205 Head Start - 205 E 61 6499 80 107 3 36 0 04 - \$38.05, HEB - 205 Head Start - 205 E 61 6499 80 112 3 36 0 04 - \$38.05, Food Service - 205 Head Start - 205 E 61 6499 80 109 3 36 0 04 - \$272, Food Service - 205 Head Start - 205 E 61 6499 80 106 3 36 0 04 - \$659.50, Food Service - 205 Head Start - 205 E 61 6499 80 105 3 36 0 04 - \$110, Food Service - 205 Head Start - 205 E 21 6499 80 816 3 36 0 04 - \$336, Food Service - 205 Head Start - 205 E 21 6499 80 816 3 36 0 04 - \$509.50, Food Service - 205 Head Start - 205 E 61 6499 80 113 3 36 0 04 - \$948, Food Service - 205 Head Start - 205 E 61 6499 80 107 36 0 04 - \$513, Food Service - 205 Head Start - 205 E 61 6499 80 112 36 0 04 - \$2,529.50, Food Service - 205 Head Start - 205 E 21 6499 80 112 36 0 04 - \$150



Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Conduct satisfaction surveys to community members for feedback on services provided. <b>Strategy's Expected Result/Impact:</b> Enhance district program & services <b>Staff Responsible for Monitoring:</b> Campus administration  <b>Title I:</b> 2.4  <b>Funding Sources:</b> Amazon - 205 Head Start - 205-E-61-6499-80-XXX-1-36-0-02 - \$79.95, HEB Grocery - 205 Head Start - 205-E-61-6499-80-XXX-1-36-0-02 - \$215.67, Wells Fargo - 205 Head Start - 205-E-61-6499-80-XXX-1-36-0-02 - \$272.48		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>					

# District Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Brain Pop		\$0.00
1	1	3	STEMscopes		\$0.00
1	1	4	Istation		\$0.00
1	1	4	Eduphoria - STAAR Test Maker		\$0.00
1	1	4	Measure of Academic Progress (MAP)		\$0.00
1	1	7	Alan Lowman		\$0.00
1	1	14	Amplify-PD special ed teachers		\$0.00
1	1	14	Amplified Reading		\$0.00
1	2	3			\$0.00
2	1	1	Imagery Graphing System		\$870.00
2	1	1	Building Math Minds		\$10,944.00
2	1	4	Clerk III - laptop		\$1,200.00
2	1	4	Director of Federal Programs		\$70,000.00
2	1	4	ACET		\$375.00
2	1	4	Parent Liaison		\$30,000.00
2	1	4	Instructional coaches and facilitators		\$1,300,000.00
2	1	4	Director of Strateic Planning and Innovation		\$45,000.00
2	1	4	Clerk III - Federal Programs		\$30,000.00
2	1	4	Intech Southwest		\$365.00
2	1	4	Director of Teaching and Learning		\$110,000.00
2	1	4	ESEA Network		\$700.00
4	1	1	Family Services		\$15,000.00
4	1	2	Region 20	35,000	\$23,000.00
4	1	4	IDRA		\$10,000.00
5	1	5	Sams Club		\$500.00
Sub-Total					\$1,647,954.00

199 PIC 30 State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	TestHound		\$0.00
1	1	22	SSAISD food services		\$0.00
1	1	22	Teacher Extra Duty Pay		\$0.00
1	2	1	Insight - chromebooks		\$129,250.00
1	2	3			\$0.00
4	1	1	CIS	199-11-6299-00-xxx-030-000	\$210,000.00
Sub-Total					\$339,250.00
211 Comprehensive Support					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	22	Extra Duty Pay		\$0.00
Sub-Total					\$0.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	School Specialty		\$0.00
1	1	2	NearPod		\$0.00
1	1	2	Demco		\$0.00
1	1	2	Lakershore		\$0.00
1	1	2	Amazon		\$0.00
1	1	2	Amazon - Maker Space		\$0.00
1	1	2	maker maven		\$0.00
1	1	2	Demco		\$0.00
1	1	2	Makers Maven		\$0.00
3	1	1	College Board Pre AP		\$18,000.00
3	1	7	Orange County of Superintendent Schools		\$1,200.00
3	1	7	William Marsch Rice University		\$600.00
3	1	7	University of Tennessee		\$525.00
3	1	7	NMSI- ap computer science		\$7,000.00
3	1	10	NASCO		\$57.34
3	1	10	Burmax		\$1,070.64
3	1	10	Uline Inc		\$895.94

289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	10	Wards Natural Science		\$491.57
3	1	10	HEB - paella		\$200.00
3	1	10	STEAM camp - Amazon		\$1,359.78
3	1	10	Amazon		\$800.59
3	1	10	AutoZone		\$1,136.08
4	1	1	Mental Health Behavioral specialist		\$65,000.00
4	1	1	Grils Empowerment Network		\$7,000.00
4	1	1	Jewish Family Services		\$50,000.00
4	1	1	Family Services		\$15,000.00
4	1	1	Amazon: Supplies for carezone		\$400.00
4	1	7	Vector Solutions, Safe Schools		\$2,550.00
4	2	4	Navigate Prepare 360		\$20,787.00
Sub-Total					\$194,073.94
199 PIC 25 Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	806 Technologies: Plan4Learning and TitleICrate		\$0.00
1	1	11	Gateway		\$0.00
1	1	11	Gateway		\$0.00
1	1	11	Lakeshore 2/24		\$0.00
1	1	11	Office Depot		\$0.00
1	1	11	Office Depot		\$0.00
1	1	11	Amazon 3/2		\$0.00
1	1	11	Gateway		\$0.00
1	1	11	Amazon		\$0.00
1	1	11	Amazon 4/1		\$0.00
1	1	11	Gateway 2/24		\$0.00
1	1	11	Frontline Education Tech		\$0.00
1	1	11	Amazon 3/28		\$0.00
1	1	11	Intech Southwest		\$0.00
1	1	11	Gateway		\$0.00

199 PIC 25 Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Gateway		\$0.00
1	1	11	Frontline		\$0.00
1	1	11	Riverside Insights		\$0.00
1	1	11	Office Supplies (Gateway, Office Depot)		\$0.00
1	1	11	Data Recognition Corp (preLAS)		\$0.00
1	1	11	Riverside Insights (reclassification)		\$0.00
1	1	12	Lakeshore		\$0.00
1	1	12	Sam's		\$0.00
1	1	12	Velazquez Press		\$0.00
1	1	12	NEISD		\$0.00
1	1	12	Estrellita PD		\$0.00
1	1	12	CalidadED Consulting		\$0.00
1	1	12	Books del Sur		\$0.00
1	1	12	HEB		\$0.00
1	1	12	First Book 2/15		\$0.00
1	1	12	Home Depot		\$0.00
1	1	12	Amazon 3/28		\$0.00
1	1	20	Teacher Created Materials		\$0.00
1	1	20	Imagine in Espanol		\$0.00
1	1	20	Cengage/National Geographic		\$0.00
2	1	9	CalidadED Consulting (Coaching)		\$3,500.00
2	1	9	Cengage Learning (Nat Geo)		\$1,336.50
2	1	9	ESC-20 Language Conference		\$3,300.00
2	1	9	Amazon 3/28		\$956.00
2	1	9	ESC-20 Professional Learning		\$25.00
2	1	9	HEB		\$112.00
2	1	9	CalidadEd Consulting		\$3,500.00
2	1	9	ESC-20 Commitment (21-22)		\$14,175.00
2	1	11	Region 20		\$50.00
2	1	12	Stipends for Bilingual/ESL teachers		\$100,000.00

199 PIC 25 Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	13	Dr. ET & Company		\$950.00
2	2	1	Employee (ESL Reimbursement)		\$196.87
2	2	1	Employee (ESL Reimbursement)		\$196.87
2	2	1	Employee (ESL Reimbursement)		\$196.87
2	2	1	Employees		\$2,000.00
2	2	1	Employee (ESL Reimbursement)		\$196.87
2	2	1	Employees		\$2,000.00
2	2	2	ESL/BIL Certification Bootcamp (Dr. E. Trevino)		\$1,089.00
2	2	2			\$10,000.00
Sub-Total					\$143,780.98
205 Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Child Plus		\$0.00
1	1	5	Data Suite		\$0.00
1	1	6	4 Imprint	205-E-21-6399-80-816-2-36-9-93	\$0.00
1	1	6	4Imprint	205-E-21-6399-80-816-2-36-9-93	\$0.00
1	1	6	Amazon	205-E-11-6399-80-XXX-36-9-93	\$0.00
1	1	6	4 Imprint	205-E-21-6399-80-816-2-36-9-93	\$0.00
1	1	6	Amazon	205-E- 21-6399-80-816-2-36-9-93	\$0.00
1	1	6	Amazon	205-E-21-6399-80-816-2-36-9-93	\$0.00
1	1	6	4 Imprint	205-E -21-6399-80-816-2-36-9-93	\$0.00
1	1	6	Clear Channel Outdoor	205-E-21-6499-80-816-2-36-0-03	\$0.00
1	1	6	Clear Channel Outdoor	205-E -21-6499-80-816-2-36-0-03	\$0.00
1	1	6	NEISD Printing SERVICES	205 E 21 6299 80 816 3 36 6 04	\$0.00
1	1	6	Amazon	205-E-21-6399-80-816-2-36-9-93	\$0.00
1	1	6	4 Imprint	205-E-21-6399-80-816-2-36-0-03	\$0.00
1	1	6	Amazon	205-E-21-6399-80-816-2-36-9-93	\$0.00
1	1	6	4-Imprint	205-E-21-6399-80-816-2-36-9-93	\$0.00
1	1	6	Clear Channel Outdoor	205-E-21-6499-80-816-2-36-0-03	\$0.00
1	1	6	M & A Technology	205-E-21-6399-80-816-2-36-9-93	\$0.00

205 Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Unviversal Pen & Print	205-E-21-6399-80-816-2-36-0-03	\$0.00
1	1	6	Office depot	205-E-21-6399-80-816-2-36-9-93	\$0.00
1	1	8	Paul H. Brookes Pusblishing	205-E-11-6399-80-XXX-2-36-0-03	\$0.00
1	1	9	T & W Tire	205-E-34-6399-80-816-2-36-9-93	\$0.00
1	1	9	Dahill	205 E 21 6269 816 2 36 0 03	\$0.00
1	1	9	U S Bank National / Walmart	205 e 11 6399 80 108 3 36 0 04	\$0.00
1	1	9	School Nurse Supply	205 e 33 6399 80 112 3 36 0 046 0 04	\$0.00
1	1	9	Amazon		\$0.00
1	1	9	School Outfitters		\$0.00
1	1	9	Home depot	205 e 11 6499 80 108 2 36 9 93	\$0.00
1	1	9	Office Depot		\$0.00
1	1	9	Lakeshore		\$0.00
1	1	9	M & A Technology		\$0.00
1	1	9	Quill	205-E-21-6399-80-816-2-36-9-93	\$0.00
1	1	9	Gateway		\$0.00
1	1	10	Food Service		\$0.00
2	1	1	Amy Montoya	205-E-13-6411-80-816-2-36-0-03	\$962.00
2	1	1	Jessica Algueseva	205-E-33-6411-80-816-2-36-0-03	\$407.50
2	1	1	Wells Fargo -Southwest	205-E-XX-6411-80-816-2-36-0-03	\$1,466.88
2	1	1	Rosanna Carmona-Mercado	205-E-21-6411-80-816-2-36-0-03	\$962.00
2	1	1	Loni Rodriguez		\$331.00
2	1	1	Esmeralda Trevino		\$331.00
2	1	1	Wells Fargo -Southwest	205-E-21-6411-80-816-2-36-0-03	\$358.96
2	1	1	Enterprise Car rental	205-E-21-6411-80-816-2-36-0-03	\$250.84
2	1	1	South West Airlines	205-E-21-6411-80-816-2-36-0-03	\$1,127.84
2	1	1	Frog Street Splash conference		\$498.00
2	1	1	Rosanna Carmona- Mercado		\$825.34
2	1	1	Amy Montoya		\$921.64
2	1	1	National Head Start Association	205-E- XX- 6411-80-816-2-36-0-03	\$2,516.00
2	1	1	Gary Urdiales	205-E-61-6411-80-816-2-36-0-03	\$962.00

205 Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	R. Mercado- Travel allowance	205 E 21 6411 80 816 3 36 0 04	\$664.46
2	1	5	Kristin Epstein	205 E 13 6411 80 816 3 36 0 04	\$664.46
2	1	5	MC Hernandez - Travel Allowance	205 E 21 6411 80 816 3 36 0 04	\$260.00
2	1	5	U. S. Bank National	205 E XX 6411 80 816 3 36 0 04	\$1,644.80
2	1	5	Frog Street Press	205 E XX 6411 80 816 3 36 0 04	\$3,141.00
2	1	5	Estelas Mexican Food	205 E 21 6499 80 816 2 36 0 03	\$165.00
2	1	5	Estela's Mexican Restaraunt	205-E-21-6495-80-816-2-36-0-03	\$155.00
2	1	5	HEB	205 E 61 6499 80 115 2 36 0 03	\$79.64
2	1	5	HEB	205 E 61 6499 80 108 2 36 0 03	\$145.05
2	1	5	Estela's Mexican Food	205 E 21 6499 80 816 3 36 0 04	\$102.50
2	1	5	Wells Fargo	205-E13-6399-80-816-2-36-0-03	\$125.00
2	1	5	Wells Fargo- Sams	205-E-21-6499-80-816-2-36-0-03	\$77.76
2	1	5	Hope CPR	205-e-21-6299-80-816-2-36-0-03	\$350.00
2	1	5	HEB	205 E 61 6499 80 106 2 36 0 03	\$197.85
2	1	5	HEB	205 E 61 6499 80 107 2 36 0 03	\$159.85
2	1	5	Texas Association of School	205 E 41 6495 80 726 3 36 0 04	\$135.00
2	1	5	National Assocaition for the Education of Young Children	205-E-XX-6495-80-816-2-36-0-03	\$207.00
2	1	5	HEB	205 E 61 6499 80 113 2 36 0 03	\$200.94
2	1	5	Amy Montoya - Travel Allowance	205 E 13 6411 80 816 3 36 0 04	\$664.46
2	1	5	National Head Start Association	205-E-21-6495-80-816-2-36-0-03	\$910.00
2	1	5	Loni Rodriguez	205 E 13 6411 80 816 3 36 0 04	\$260.00
2	1	5	Hope CPR/ AED & First Aid Training	205-E-13-6299-80-816-2-36-0-03	\$350.00
2	1	5	Region 20	205-E-61-6234-80-XXX-2-36-0-03	\$1,250.00
2	1	5	U. S. National Bank	205 E 61 6499 80 110 2 36 0 03	\$144.02
2	1	5	Enterprise	205 E 21 6411 80 816 3 36 0 04	\$635.31
2	1	5	Wells Fargo- Teachstone	205-E-13-6499-80-816-2-36-0-03	\$125.00
2	1	5	Wells Fargo-Teachstone	205-E-13-6499-80-816-1-36-0-02	\$125.00
2	1	5	National Head Start Assocaition	205 e 21 6495 80816 3 36 0 04	\$979.00
2	1	5	Hope CPR/ AED & First Aid Training	205-E-13-6299-80-816-2-36-0-03	\$30.00
2	1	5	Teachstone	205 E 13 6411 80 816 2 36 0 03	\$775.00



205 Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Wells Fargo- Teachstone	205-E-13-6499-80-816-2-36-0-03	\$125.00
2	1	5	Wells Fargo -Sams	205-e-21-6499-80-816-2-36-0-03	\$158.68
2	1	8	ESC-20 Region 20	205-E-41-6499-80-726-2-36-0-03	\$50.00
2	1	8			\$50.00
4	1	3	Explore outdoor play area	205 E 11 6494 80 109 3 36 0 04	\$83.72
4	1	3	Lego land/ transportation	205 E 11 XXXX 80 113 2 36 0 03	\$582.02
4	1	3	Explore outdoor play area	205 E 11 6494 80 109 2 36 0 03	\$83.72
4	1	3	Lego Land / Transportation	205 e 11 xxxx 80 108 3 36 0 04	\$664.68
4	1	3	Explore outdoor play area	205 E 11 6494 80 105 3 36 0 04	\$16.64
4	1	3	Merlin Entertainment / Transportation	205 E 11 XXXX 80 115 2 36 0 03	\$339.36
4	1	3	Explore outdoor play area	205 E 11 6494 80 110 2 36 0 03	\$97.76
4	1	3	U S National Bank/Animal World & Snake Farm/Transportation	205 e 11 XXXX 80 105 2 36 0 03	\$514.35
4	1	3	Merlin entertainment/Transportation	205 E 11 xxxx 80 110 2 36 0 03	\$386.55
4	1	3	San antonio Zoo/ Transporatation	205 e XXXX 80 107 2 36 0 03	\$219.72
4	1	3	San Antonio childrens Museum/ Transportation	205 E 1 XXXX 80 110 2 36 0 03	\$592.40
4	1	3	San antonio Zoo/ Transportation	205 e 11 xxxx 80 108 2 36 0 03	\$171.60
4	1	3	Lego Land/ Transportation	205 E 11 XXXX 80 109 2 36 0 03	\$362.04
4	1	3	Explore outdoor play area	205 E 11 6494 80 109 2 36 0 03	\$83.72
4	1	3	U S Bank National	205 E 61 6499 80 113 3 36 0 04	\$59.56
4	1	3	Explore outdoor play area	205 e 11 6494 80 107 3 36 0 03	\$24.44
4	1	3	San Antonio Zoo	205 e 11 xxxx 80 106 3 36 0 04	\$446.08
4	1	3	Explore outdoor play area	205 E 11 6494 80 110 2 36 0 03	\$97.76
4	1	3	Explore outdoor play area	205 e 11 6494 80 105 2 36 0 03	\$16.64
4	1	3	Explore outdoor play area	205 e 11 6494 80 107 3 36 0 03	\$24.44
4	1	3	Devine Acres/ Transportation	205 e 11 xxxx 80 108 3 36 0 04	\$651.72
4	1	3	U S National Bank/ Wild Things Zoofari petting Zoo	205 e 11 XXXX 80 113 2 36 0 03	\$430.00
4	1	3	Explore outdoor play area	205 e 11 6494 80 106 3 36 0 04	\$61.88
4	1	3	U S Bank National	205 E 61 6499 80 113 3 36 0 04	\$124.90
4	1	3	U S Bank National	205 E 61 6499 80 106 3 36 0 04	\$52.00
4	1	3	Explore outdoor play area	205 e 11 6494 80 107 2 36 0 03	\$24.44

205 Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Explore outdoor play area	205 e 11 6494 80 108 2 36 0 03	\$61.88
4	1	3	Explore outdoor play area	205 E 11 6494 80 104 3 36 0 04	\$32.76
4	1	3	Explore outdoor play area	205 E 11 6494 80 105 3 36 0 04	\$16.64
4	1	3	Explore outdoor play area	205 E 11 6494 80 104 3 36 0 04	\$32.76
4	1	3	Morgan's Wonderland	205 E 11 6412 80 107 3 36 0 04	\$420.02
4	1	3	Magik Children's Theatre	205 E 11 6412 80 105 3 36 0 04	\$211.02
4	1	3	Morning Star Ranch	205 e 11 6299 80 XXX 2 36 0 03	\$3,465.00
4	1	3	Explore outdoor play area	205 e 11 6494 80 105 2 36 0 03	\$16.64
4	1	3	Explore outdoor play area	205 E 11 6494 80 112 2 36 0 03	\$28.60
4	1	3	Explore outdoor play area	205 e 11 6494 80 108 2 36 0 03	\$61.88
4	1	3	Lego land /Transportation	205 e 11 xxxx 80 104 3 36 0 04	\$481.24
4	1	3	U S Bank National	205 E 61 6499 80 108 3 36 0 04	\$65.48
4	1	3	Explore outdoor play area	205 e 11 6494 80 104 2 36 0 03	\$5.20
4	1	3	Explore outdoor play area	205 e 11 6494 80 106 3 36 0 04	\$61.88
4	1	3	Explore outdoor play area	205 E 11 6494 80 112 2 36 0 03	\$29.12
4	1	3	U S Bank National	205 E 61 6499 80 107 3 36 0 04	\$59.56
4	1	3	U S Bank National	205 E 21 6499 80 816 3 36 0 04	\$29.62
4	1	3	Transportation to Morgan's Wonderland	205 E 11 6494 80 105 3 36 0 04	\$206.44
4	1	3	Explore outdoor play area	205 e 11 6494 80 106 2 36 0 03	\$19.24
4	1	3	Explore outdoor play area	205 e 11 6494 80 108 3 36 0 04	\$61.88
4	1	3	U S National Bank / The Doseum /Transportation	205 E 11 XXXX 80 106 2 36 0 03	\$525.96
4	1	3	Explore outdoor play area	205 e 11 6494 80 104 2 36 0 03	\$5.20
4	1	3	U s National Bank/ Lego Land/Transportation	205 e 11 XXXX 80 105-2 36 0 03	\$471.66
4	1	3	Explore outdoor play area	205 e 11 6494 80 108 3 36 0 04	\$61.88
4	1	3	Explore outdoor play area	205 e 11 6494 80 107 2 36 0 03	\$24.44
4	1	3	Explore outdoor play area	205 e 11 6494 80 115 2 36 0 03	\$30.16
4	1	3	Merlin Entertainment	205 E 11 6412 80113 3 36 0 04	\$392.02
4	1	3	Explore outdoor play area	205 E 11 6494 80 109 3 36 0 04	\$83.72
4	1	3	Explore outdoor play area	205 e 11 6494 80 106 2 36 0 03	\$19.24
4	1	3	Devine Acres/ Transportation	205-E-11-XXXX-80-106-2-36-0-03	\$612.80

205 Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	San Antonio Aquarium/Transportaion	205 E 11 XXXX 80 109 3 36 0 04	\$220.16
4	1	3	Magik Children's Theatre/ Transportation	205 e 11 xxxx 80 105 3 36 0 04	\$211.02
5	1	3	Lingualinx		\$0.00
5	1	5	US Bank National /Sams	205 E 61 6499 80 104 3 36 0 04	\$34.90
5	1	5	Amazon	205-E-61-6499-80-XXX-1-36-0-02	\$79.95
5	1	5	Wells FARGO	205 e 61 6499 80 115 2 36 0 03	\$68.26
5	1	5	Wells Fargo	205 E 61 6499 80 107 2 36 0 03	\$159.44
5	1	5	Food Service	205 E 61 6499 80 109 3 36 0 04	\$272.00
5	1	5	Oriental Trading	205 E 61 6399 80 115 2 36 0 03	\$62.50
5	1	5	HEB	205 E 61 6499 80 107 3 36 0 04	\$31.14
5	1	5	US. National Bank	205 E61 649980104236003	\$137.68
5	1	5	Heb	205 E 61 6499 80 XXX 2 36 0 03	\$327.80
5	1	5	US Bank National /Sams	205 E 61 6499 80 112 3 36 0 04	\$38.10
5	1	5	HEB	205 E 61 6499 80 109 2 36 0 03	\$110.35
5	1	5	Family Service Association of San antonio	205-E-61-6299-80-816-2-36-0-03	\$984.03
5	1	5	Family Service association	205-E-61-6299-80-816-2-36-0-03	\$1,476.04
5	1	5	Oriental Trading	205 E 61 6399 80 115 3 36 0 04	\$403.77
5	1	5	Food Service	205 E 21 6499 80 112 36 0 04	\$150.00
5	1	5	Amazon	205 E 61 6399 80 816 3 36 0 04	\$2,534.90
5	1	5	Wells Fargo	205 E 61 6499 80 112 2 36 0 03	\$128.66
5	1	5	US Bank National/ Sams	205 E 61 6499 80 108 3 36 0 04	\$30.18
5	1	5	HEB	205 E 21 6499 80 816 2 36 0 03	\$20.25
5	1	5	Family Service association	205-E-61-6299-80-816-2-36-0-03	\$1,331.27
5	1	5	Oriental Trading	205 E 61 6399 80 109 2 36 0 03	\$62.50
5	1	5	Amazon	205 E 61 6499 80 106 3 36 0 04	\$23.49
5	1	5	Food Service	205 E 61 6499 80 113 3 36 0 04	\$948.00
5	1	5	Amazon	205 e 61 6399 6399 80 113 3 36 0 04	\$235.80
5	1	5	Wells Fargo- Sams	205-E-61-6499-80-xxx-2-36-0-03	\$1,092.90
5	1	5	Amazon	205 E 61 6399 80 106 3 36 0 04	\$484.83
5	1	5	Food Service	205 E 61 6499 80 106 3 36 0 04	\$180.00

205 Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5	HEB	205 E 61 6499 80 106 2 36 0 03	\$32.18
5	1	5	Oriental Trading	205 E 61 6399 80 104 3 36 0 04	\$432.28
5	1	5	Wells Fargo	205 e 61 6499 80 105 2 36 0 03	\$138.04
5	1	5	Wells Fargo	205-E-61-6499-80-XXX-1-36-0-02	\$272.48
5	1	5	Wells Fargo	205 E 61 6499 80 108 2 36 0 03	\$144.02
5	1	5	Oriental Trading	205 e 61 6399 80 106 3 36 0 04	\$508.10
5	1	5	HEB	205-E-61-6499-80-XXX-1-36-0-02	\$215.67
5	1	5	US Bank National /Sams	205 E 61 6499 80 112 3 36 0 04	\$148.02
5	1	5	U.S, National Bank	205-E-61-6499-80-106-2-36-0-03	\$178.60
5	1	5	Food Service	205 E 61 6499 80 105 3 36 0 04	\$110.00
5	1	5	HEB	205 E 61 6499 80 110 2 36 0 03	\$159.71
5	1	5	Food Service	205 E 61 6499 80 106 3 36 0 04	\$659.50
5	1	5	Office Depot	205-E-21-6399-80-816-2-36-0-03	\$409.18
5	1	5	Amazon	205 e 61 6499 80 113 3 36 0 04	\$82.71
5	1	5	HEB	205 E 61 6499 80 112 3 36 0 04	\$38.05
5	1	5	Oriental Trading	205-E -61-61-6399-80-104-2-36-03	\$904.16
5	1	5	Food Service	205 E 61 6499 80 104 3 36 0 04	\$180.00
5	1	5	Family Service association	205-E-61-6299-80-816-2-36-0-03	\$2,952.09
5	1	5	Food Service	205 E 21 6499 80 816 3 36 0 04	\$509.50
5	1	5	US Bank National/ Sams	205 E 61 6499 80 107 3 36 0 04	\$59.56
5	1	5	Wells Fargo /Sams Club	205 E 61 6499 80 113 2 36 0 03	\$163.42
5	1	5	US Bank National /Sams	205 E 61 6499 80 105 3 36 0 04	\$38.10
5	1	5	Lakeshore	205-E-61-6399-80-105-2-36-0-03	\$79.10
5	1	5	Food Service	205 E 61 6499 80 112 36 0 04	\$2,529.50
5	1	5	HEB	205 E 61 6499 80 104 2 36 0 03	\$32.18
5	1	5	Wells Fargo	205 E 61 6499 80 113 2 36 0 03	\$163.42
5	1	5	Oriental Trading	205 E 61 6399 80 109 3 36 0 04	\$493.61
5	1	5	U.S, Naitonal Bank	205-E-61-6499-80-109-2-36-0-03	\$126.06
5	1	5	HEB	205 E 61 6499 80 107 3 36 0 04	\$63.14
5	1	5	Food Service	205 E 21 6499 80 816 3 36 0 04	\$336.00

205 Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5	Food Service	205 E 61 6499 80 107 36 0 04	\$513.00
5	1	5	US Bank National /Sams	205 E 61 6499 80 112 3 36 0 04	\$148.02
5	1	5	HEB	205 e 61 6499 80 113 2 36 0 03	\$698.26
5	1	5	HEB	205 E 61 6499 80 107 3 36 0 04	\$38.05
5	1	5	HEB	205 E 61 6499 80 109 2 36 0 03	\$64.88
5	1	5	HEB	205 E 61 6499 80 115 2 36 0 03	\$64.88
5	1	6	Amazon	205-E-61-6499-80-XXX-1-36-0-02	\$79.95
5	1	6	HEB Grocery	205-E-61-6499-80-XXX-1-36-0-02	\$215.67
5	1	6	Wells Fargo	205-E-61-6499-80-XXX-1-36-0-02	\$272.48
Sub-Total					\$66,927.35
199 PIC 31 HS Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$55,600.00
3	1	3			\$200,000.00
Sub-Total					\$255,600.00
212 Title I C Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Gateway		\$0.00
1	1	11	Gateway		\$0.00
1	1	11	Gateway		\$0.00
1	1	23	Lakeshore		\$0.00
1	1	23	HEB		\$0.00
1	1	23	Gateway		\$0.00
2	1	1	Migrant Conference		\$350.00
2	1	4	Intech Southwest		\$2,000.00
2	1	9	AMET Conference		\$1,000.00
2	1	9	AMET (21-22)		\$792.93
2	1	9	NASDME		\$475.00
2	1	9	Jose G. per diem (NASDME)		\$112.00
4	1	1	Amazon: Project SMART		\$615.35

212 Title I C Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5	Walmart		\$100.00
5	1	5	Sam's Club		\$100.00
Sub-Total					\$5,545.28
224 IDEA B Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Cytek - Juno Accessories		\$699.00
2	1	3	ESC 20		\$225.00
2	1	3	ESC20		\$125.00
2	1	3	ESC 20		\$125.00
2	1	4	Instructional facilitators		\$250,000.00
Sub-Total					\$251,174.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	giftED20		\$1,000.00
2	1	1	Laying the Foundation		\$44,000.00
2	1	1	Fundamental 5		\$10,413.24
2	1	1	FAYE HAGERTY consultant	255 12 6299 00 818 24 000	\$500.00
2	1	1	FAYE Hagerty consultant		\$1,000.00
2	1	4	Rti specialist		\$65,000.00
2	1	4	Instructional coaches		\$290,000.00
2	1	4	Amplified: mClass		\$750.00
2	1	9	QEP Professional books		\$892.00
2	1	10	Region 20		\$700.00
2	1	10	Region 20		\$1,000.00
Sub-Total					\$415,255.24
263 Title III_LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Frontline		\$0.00
1	1	11	Intech Southwest		\$0.00
1	1	12	National School Products		\$0.00

263 Title III_LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Bilingual Planet		\$0.00
1	1	12	Lakeshore 3/28		\$0.00
1	1	12	NSP		\$0.00
1	1	12	Aprende Aprenda		\$0.00
1	1	12	Estrellita (K-1)		\$0.00
1	1	20	School Specialty (ESL)		\$0.00
1	1	20	Amazon		\$0.00
1	1	20	Seidlitz		\$0.00
1	1	20	Gateway		\$0.00
1	1	20	Teacher Created Materials		\$0.00
1	1	20	Lakeshore (ESL)		\$0.00
1	1	20	Bilingual Planet (Dolly Loaiza)		\$0.00
1	1	20	Amazon 3/1		\$0.00
1	1	20	Nearpod		\$0.00
1	1	20	National School Products		\$0.00
1	1	20	Seidlitz		\$0.00
2	1	4	Instructional facilitator and coordiantor		\$90,000.00
2	1	9	Professional Learning Materials (Seidlitz)		\$1,000.00
2	1	9	Employee Monthly Mileage 4/2022		\$78.00
2	1	9	Amazon		\$333.00
2	1	9	Instructional Materials		\$2,000.00
2	1	9	Cengage Learning (Nat Geo)		\$5,859.00
2	1	9	Employee Monthly Mileage 1/2022		\$52.00
2	1	9	Employee Monthly Mileage 21-22		\$165.63
2	1	9	ESC 20 Language Conference (21-22)		\$1,500.00
2	1	9	ESC 20 Language Conference		\$3,400.00
2	1	9	Lunita Professional Learning (1st Grade)		\$693.00
2	1	9	Employee Monthly Mileage 2/2022		\$91.00
2	1	11	TABE		\$100.00
2	1	13	CalidadEd Consulting		\$3,000.00

263 Title III_LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	10	Amazon 3/23		\$1,296.00
3	1	10	Gateway		\$94.00
3	1	10	Lego Education (Bilingual Elementary Robotics)		\$2,522.00
4	1	3	Lego Land (Entry Fee) BIL PK		\$60.00
5	1	5	Amazon (Parent Meriendas (21-22))		\$71.37
Sub-Total					\$112,315.00
263 Title IIIA Imm					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	M&A Tech		\$0.00
1	1	20	Amazon 3/23		\$0.00
5	1	5	Amazon		\$86.00
Sub-Total					\$86.00
199 PIC 36 Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	SAVVAS - Math Investigations		\$0.00
1	1	13	EAI solutions		\$0.00
1	1	13	SAVVAS - Math Investigations for 3rd grade		\$0.00
1	1	14	Amplified Reading		\$0.00
1	1	21	Houghton Mifflin Harcourt		\$0.00
1	1	21	Santillan USA		\$0.00
2	1	4	Traci Skrovan		\$2,950.00
Sub-Total					\$2,950.00
289 School Climate					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	3			\$5,600.00
Sub-Total					\$5,600.00
164 GT Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	21	Amazon		\$0.00
Sub-Total					\$0.00



410 IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	Happy Numbers		\$15,650.00
1	1	15	Imagine Math		\$60,000.00
Sub-Total					\$75,650.00
266 ESSER 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	ESSER		\$15,000.00
Sub-Total					\$15,000.00
276 Instructional Continuity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	We Video		\$0.00
1	1	2	Kami		\$0.00
Sub-Total					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	laptops, chromebooks and similar devices		\$0.00
1	1	19	shelving, seating and items related		\$0.00
1	1	20	Summit K12		\$0.00
1	2	1	Troxell Communications - student laptops	199 11 6395 00 999 011 082	\$1,055,600.00
1	2	1	Troxell Communications - projectors, interactive whiteboards		\$488,340.00
1	2	1	RehabMart	282 E 11 6399 00 813 123 000	\$4,400.00
1	2	1	CDW-G - teacher laptops		\$271,600.00
1	2	2	Gateway Printing - supplies		\$1,105.40
2	1	3	Educating Diverse Learners		\$24,000.00
2	1	3	N2Y		\$7,680.00
4	3	1	Custodial Services		\$200,000.00
4	3	2	Custodial Supplies		\$50,000.00
4	3	3	Water Fountains		\$306,723.00
4	3	4	HVAC		\$1,781,058.00
4	3	5	Air Purifiers		\$40,275.00
Sub-Total					\$4,230,781.40

281 ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	24			\$0.00
4	3	6	281 ESSER II		\$1,580,971.00
Sub-Total					\$1,580,971.00

# Addendums



# Fundamental 5 Overview

**Objective:** To align Tier I instruction and teaching practices with the South San ISD Instructional Playbook through implementation of the Fundamental 5. During the school year, teachers and administrators will delve deeper into the Fundamental 5 during PLCs and other instructional convenings. This overview serves as an entry point to this critical resource.



Framing the Lesson	Power Zone	Small Group, Purposeful Talk	Recognize and Reinforce	Write Critically
Provides students insight of what is expected of them for that day, what they are learning, while utilizing student friendly language.	A practice that allows teachers to remain in close proximity with their students, this aids in student productivity and retention.	Provides students an opportunity to further their learning through structured discussion and critical thinking. Generally a minute for every 10-15 minutes of instruction.	The component that allows educators to recognize any form of growth with their students and reinforce any positive behaviors.	Typically the least observable component, but the most natural way to increase rigor; creates retention for students at all levels.

**First Look:** *The Fundamental 5* by Sean Cain and Mike Laird  
Review *The Fundamental 5* and respond to the questions below.

How do the components of the Fundamental 5 align to your current style of teaching?

Which component of the Fundamental 5 do you relate to the most?

Which component of the Fundamental 5 requires the most support?

What obstacles might you have to overcome to implement Fundamental 5 in your classroom?

What questions do you have about the Fundamental 5?

A



Log in at [www.teksresourcesystem.net](http://www.teksresourcesystem.net)

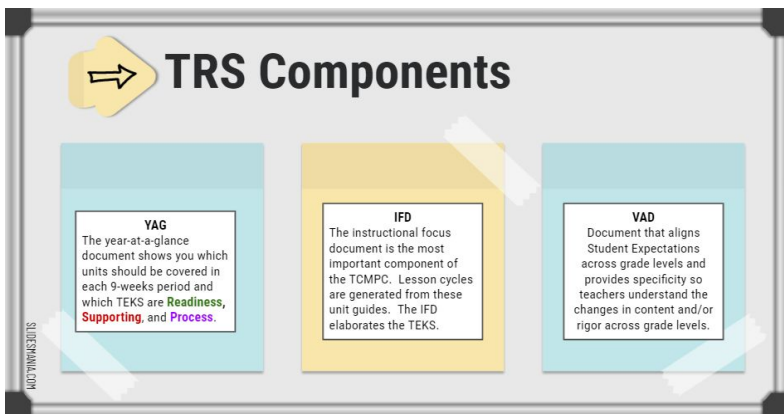
B

After logging onto TRS, search for the YAG, IFDs, and the VAD.

I can locate the YAG in the TEKS Resource System.

I can locate the IFDs in the TEKS Resource System.

I can locate the VAD in the TEKS Resource System.



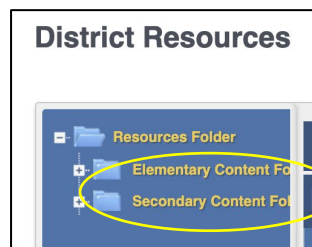
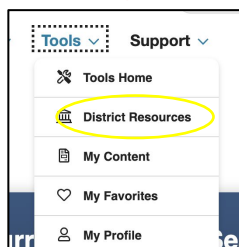
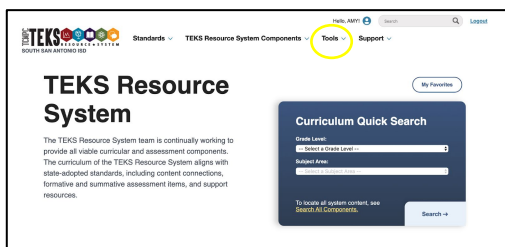
Follow the steps below to locate district resources.  
Review the district resources currently available for your use.

1

2

3

C



Component	What is it?	Why use it?
Year-at-the-glance		
Instructional Focus Document (IFD)		
Vertical Alignment Document (VAD)		
District Resources		