



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

Welcome

Linda Buchman, Associate Superintendent for
Community Relations

Approval of Minutes

Linda Buchman, Associate Superintendent for
Community Relations

District Improvement Plan Process

Dr. Kristin Craft, Associate Superintendent for
Academics, Lawanda Coffee, Director for
External Funding & Compliance, Debbie Muniz,
Research Coordinator

District Update

Dr. Jennifer Blaine, Superintendent of Schools

2019-20 DIT Meeting Dates:

Thursday, December 6

Thursday, January 9

Monday, January 27, 2020 Board Meeting

Thursday, February 6

Thursday, March 5

Thursday, April 2

Thursday, May 7



**District Improvement Team (DIT) Meeting
Thursday, October 3, 2019
MINUTES**

Member Attendance: Paula Baker, Crystal Fain, Molly Ferguson, Charlotte Fisher, Chris Gonzalez, Tammy Hampton, Shaundra Jacobs, Rahil Jagetia, John Kenna, Noel Lezama, Michelle Marcil, Tania Moreira, Clifford Nickel, Angelica Oprea, Karen Peck, Christian Rice, Dan Tatulescu, Kristen Craft, Michelle Garcia, Jennifer Blaine

Percent of DIT Members in Attendance: 48.8%

Non-member Attendance: Linda Buchman, Katie Redd and Tyra Walker

Welcome and Introductions:

Linda Buchman welcomed the DIT committee to the October meeting. Committee members provided a quick introduction of themselves.

Approval of Minutes:

Linda Buchman asked DIT members to review the September meeting minutes. As the committee recommended no additional changes, Tammy Hampton motioned to approve the minutes. Paula Baker and Molly Ferguson seconded the motion. The minutes were approved unanimously.

SBISD Guidance and Counseling Services:

Kristin Craft, Associate Superintendent for Academics, introduced Tyra Walker, Director of Counseling and Student Support Services. Ms. Walker provided the DIT with an overview of the Counseling and Student Support Services Department, highlighting the different strands of their team and its impact on students throughout the district. Ms. Walker and her team are implementing a strong foundation, providing social emotional supports and empowering students with the ability to problem solve, and be prepared to move forward for post-secondary success.

Ms. Walker also discussed the impact of the latest legislative session on guidance and counseling. Ms. Walker acknowledged the impact the Legislature made with extended support for mental health needs of students. She discussed Senate Bill 11 (SB11), House Bill 18 (HB18), and House Bill 1026 (HB1026). She also reviewed the Texas Comprehensive Guidance and Counseling Model. For the first time, the state is requiring all school districts to comply with the

model's four components: guidance curriculum, individual planning, responsive services and system support.

DIT Members asked and Ms. Walker responded to questions regarding trauma training for teachers and staff, responses for students dealing with trauma, behavior supports for elementary students, and supports for newcomers dealing with language and cultural barriers.

Following Ms. Walker's presentation, Linda Buchman introduced Dr. Jennifer Blaine, Superintendent of Schools to provide a district update.

Superintendent Update:

Following additional comments regarding mental health training for teachers, Dr. Blaine provided a brief district update. She noted the Board of Trustees had passed the new district tax rate, which is approximately 7 cents lower than last year's tax rate. She also confirmed there has not been, nor is there intended to be, any tax increase related to the 2017 Bond. Dr. Blaine also discussed the launch of the LEADSBISSD program. The Board of Trustees initiative is focused on growing community leaders within the district and will begin with 28 individuals selected by lottery.

Dr. Blaine also spoke about a new literacy initiative, ReadSBISD, that is launching this school year. ReadSBISD is an umbrella community literacy initiative encompassing two new programs: Reading Buddies and Reading Roundup. Reading Buddies, a reading tutoring program, is being piloted at Spring Branch Elementary, with tutors reading with 2nd grade students. Katie Redd provided an overview of the Reading Roundup program, in partnership with the Barbara Bush Houston Literacy Foundation. This classroom-reading volunteer program will launch in November at Spring Shadows, Edgewood and Buffalo Creek elementary schools.

There being no further business, the meeting adjourned at 6:00 pm.

Spring Branch Independent School District

District Improvement Plan

2019-2020



Mission Statement

Every SBISD graduate will attain a technical certificate, military training, or a two-year or four-year degree.

Vision

SBISD will increase the number of students achieving T-2-4 from 44% to 72% by 2022.

Core Values

Every Child - We put students at the heart of everything we do.

Collective Greatness - We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit - We believe in each other and find joy in our work.

Limitless Curiosity - We never stop learning and growing.

Moral Compass - We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Branch ISD is located in west Houston and serves 35,218 students in grades PK-3 to 12. Most SBISD schools are neighborhood schools (5 schools for early learning, 27 elementary schools, 10 middle schools, and 8 high schools). SBISD offers 15 choice programs: Elementary Dual Language, Secondary Dual Language, Charter, and Non-Traditional.

Enrollment trends showed a decline from the 2015-2016 school year to the 2018-2019 school year. However, the 2019-2020 school year indicates an increase in student enrollment by 567 students.

Five Year Enrollment Counts				
2015-2016	2016-2017	2017-2018	2018-2019	As of 9/17/2019
35,301	35,079	35,022	34,681	35,248
	-222	-57	-341	+567

Source: PEIMS and Skyward

Our student body demographics are as follows:

Race/Ethnicity	2017-2018		2018-2019	
	N	%	N	%
Asian	2,277	6.5	2,229	6.4
Black or African American	1,766	5.0	1,697	4.9
Hispanic/Latino	20,876	59.6	20,698	59.7
American Indian or Alaska Native	63	0.2	58	0.2
Native Hawaiian or Other Pacific Islander	13	0.0	16	0.0
Two or More Races	745	2.1	787	2.3
White	9,282	26.5	9,196	26.5
TOTALS	35,022	100.0	34,681	100.0

Source: OnDataSuite, retrieved on 10/18/2019

Students by Program	2017-2018		2018-2019	
	N	%	N	%
At-Risk	20,082	57.34%	19,256	55.52%
Economically Disadvantaged	19,673	56.17%	20,405	58.84%
Title I Homeless	244	0.70%	98	0.28%
Immigrant	1,619	4.62%	1,610	4.64%
Limited English Proficient (LEP)	11,789	33.66%	11,858	34.19%
Migrant	<5		6	0.02%
Foster Care	19	0.05%	23	0.07%
Source: OnDataSuite, retrieved on 10/18/2019				

SBISD also offers specialized services and programs, based on student need. Enrollment in these student services and programs are as follows:

Students by Services and Programs	2017-2018		2018-2019	
	N	%	N	%
Bilingual	6,738	19.24%	6,376	18.38%
English as a Second Language (ESL)	5,307	15.15%	5,977	17.23%
Career and Technical Education (CTE)	6,487	18.52%	6,514	18.78%
Gifted and Talented	3,100	8.85%	3,212	9.26%
Special Education (SPED)	2,713	7.75%	2,864	8.26%
Title I Participation	18,065	51.58%	17,592	50.73%
Dyslexia	989	2.82%	1,005	2.90%
Section 504	2,488	7.10%	2,113	6.09%
Source: OnDataSuite, retrieved on 10/18/2019				

Demographics Strengths

The racial, cultural, linguistic, and economic diversity of the students we serve in SBISD is a strength. Diversity allows students to develop an understanding of the perspectives of their peers who come from different backgrounds. Jean Snell, clinical professor of teacher education at the University of Maryland, believes cultural diversity enhances the school experience, too. “There is a richness that comes from students working side by side with others who are not of the same cookie-cutter mold.” (GreatSchools Staff, 2017) Retrieved from <https://www.greatschools.org/gk/articles/cultural-diversity-at-school>.

Student Achievement

Student Achievement Summary

Spring Branch ISD implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all SBISD students towards T-2-4 district goals. Every SBISD student will master rigorous academic standards to ensure college and career readiness. SBISD believes campus administrators and teachers are members of the campus' Professional Learning Committees. PLC in SBISD is an ongoing collaborative team process used to establish a school wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

SBISD adopted a collection of multiple measures that we prioritize to evaluate the growth and achievements of our students. These measures address:

Completion of some form of postsecondary education or training (defined as a technical certificate, military experience, two-year degree or four-year degree)

- As measured by: the number of students obtaining credentials within 6 years of graduation

Postsecondary enrollment (the number of students enrolling in postsecondary programs)

- As measured by: the number of students enrolling in a postsecondary program by the fall after they graduate

Student connectedness (the extent to which students feel connected to their school community)

- As measured by: favorable responses on the Panorama survey

Student growth (the amount of academic growth a student makes within a given year)

- As measured by: MAP assessment scores, administered Beginning of Year (BOY), Middle of Year (MOY), End of Year (EOY)
- As measured by STAAR State assessment scores Grades 4-8, End-of-Course (EOC) Grades 8-12

Literacy focus is a top priority in SBISD. We will ensure that students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD will listen, speak, read and write through language arts with a commitment our students will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data.

STAAR Reading All-Students data Spring 2019 Grades 3-8, ENG I, ENG II shows a 2% increase in the number of students Meets level and 1% increase in Masters level from Spring 2018.

STAAR Writing All- Students data Spring 2019 Grades 4, 7 shows a 3% increase in Approaches level, a decrease of 1 % in Meets level and a 1% increase in Masters level from Spring 2018.

SBISD implements the reading and writing workshop model. Reader's and writer's workshop is a teaching model which allows students to engage in authentic reading experiences, focused on differentiation of instruction. Professional Learning (PL) for teachers revolve around an individualized coaching model that is state-of-the-art demonstration teaching within classrooms. In addition, coaching ELA teachers involves feedback and next-step goals. PL for teachers include helping teachers use and learn from systems of assessment, preparing teachers to teach units of study in reading and/or writing and helping teachers support students with individualized literacy needs.

Numeracy is also SBISD top priority focus. We believe mathematics is a gateway to unlimited possibilities, providing options and opportunities as students consider education (T-2-4) and career opportunities beyond high school. Our goal is to provide academic experiences that build confident and creative mathematical thinkers.

STAAR Math All-Students data in Spring 2019 Grades 3-8, ALG shows a 2 % increase at Approaches level, 4% increase at Meets level and 5% increase in Masters level from Spring 2018.

Professional Learning for Math teachers in SBISD revolves around these guiding principles.

- Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.
- Effective mathematics learning requires actively building new knowledge from experience and prior knowledge, using multiple strategies and developing from concrete experiences to pictorial representations to abstract understanding.
- Effective mathematics communicating requires engaging in classroom discourse and representing mathematical ideas through objects, pictures, and words, both oral and written.

Special Education and EL students are two special populations that is a district focus.

STAAR Math SPED students' data in Spring 2019 Grades 3-8, ALG shows a 1 % increase at Approaches level, and 1% increase in Masters level from Spring 2018.

STAAR Reading SPED students' data in Spring 2019 Grades 3-8, ENG I, ENG II shows a 1 % increase at Approaches level, 1% decrease at Meets level with no changes in Masters level from Spring 2018.

The Special Education Department believes in the importance of ongoing and varied professional development and collaboratively working with other departments to improve targeted intervention and progress monitoring for all students to improve student outcomes for special education students. Collaboration with other departments includes the identification of resources available to students and the creation of common language and training that addresses the needs of diverse learners. The SPED Department will continue to monitor campus data meetings every nine weeks for Resource intervention and continue modeling and observing SPED teachers in all grade levels for coaching feedback and support.

STAAR Math EL students' data in Spring 2019 Grades 3-8, ALG shows a 3 % increase at Approaches level, 4% increase at Meets level and 2 % increase in Masters level from Spring 2018.

STAAR Reading EL students' data in Spring 2019 Grades 3-8, ENG I, ENG II shows a 3% increase at Approaches level and no changes in the number of students at Meets and Masters level from Spring 2018.

The number of long term ELs primarily in the secondary level at SBISD has increased to 5% from 2018 to 2019. Newcomers enrolled in SBISD has increased 15% from 2018 to 2019. The Multilingual department supports the district in two areas: compliance and instruction. Compliance area fosters accountability among all Spring Branch ISD schools to ascertain uniform adherence to federal and state rules concerning the education of English learners (ELs) by providing professional development, informing, and guiding Spring Branch ISD schools on appropriate compliance frameworks. Multilingual instructional area will continue to provide campuses with a personalized plan of support based on multiple student data and provide purposeful follow-up and follow-through with professional development for ESL teachers in all grade levels. EL support will also include routinely and consistently meet with individualized ESL teachers and provide guidance in accessing TELPAS data to strategically target language domains. Newcomer support to campuses will comprise of the identification of long term ELs especially at the elementary and secondary level. The Multilingual Department will create a newcomer curriculum at the High School level as well as provide customized plan of support for campuses and teachers with high number of newcomers and long term ELs.

Pre-AP and AP coursework in SBISD are on-grade level academically advanced courses designed to challenge motivated students to understand rigorous content. SBISD believes Pre-AP and AP coursework requires students to engage in independent and analytical assignments and to complete a substantial amount of work outside of class. SBISD offers Pre-AP courses in English, math, science, and social studies. Pre-AP middle school courses are designed to prepare students for high school Pre-AP and Advanced Placement (AP) courses. The total number of AP students in 2018 to 2019 decreased from 2, 766 in 2018 to 2,632 enrolled students in 2019. There is an increase in the number of students achieving a 3 or higher on AP exams. For 2019, out of 2,632 students who took AP exams 1,628 had a test with a 3 or higher. The Advanced Academics team will continue to provide opportunities for Professional Learning for teachers that include best practices for advanced learning including adding depth and complexity to academic course work, brain development research, along with in-depth research and presentation of findings in an array of mediums and methods. In addition, SBISD is committed to promoting the Advanced Academics program to parents, students, and community members through visibility at events, and promotional marketing tools.

Student Achievement Strengths

SBISD celebrates a positive, nurturing, and innovative learning environment. Panorama data shows students report that they feel safe at school. In addition, teachers feel empowered and valued. They report that SBISD is a great place to work. Evidence of collaboration between district and campus administrators work closely with faculty and staff in decision-making with transparency of shared information through PLCs. SBISD curriculum emphasizes a horizontal and vertical alignment to ensure student academic success at each grade level. PLCs consists of district and campus level committee members in creating common assessments aligned to the scope and sequence.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: 72% met standard at "approaches" level; Writing: 67% met standard at "approaches" in writing; MAP Growth in Reading:

53% met conditional growth targets **Root Cause:** There has not been a comprehensive plan to address literacy.

Problem Statement 2: Math: 80% of students met standards at "approaches" level; MAP Growth in Math: 60% met conditional growth targets **Root Cause** : There has not been a comprehensive plan to address math.

Problem Statement 3: All Subjects: 76% met standard at "approaches"; 51% met standard at "meets"; 25% met standard at "masters" **Root Cause:** There was no systematic, district wide accountability process that was implemented by all district and campus leaders. and assessments.

District Culture and Climate

District Culture and Climate Summary

SAFE SCHOOLS

During the last few years, school safety has become a focus for many schools. Parents, community members, politicians, teachers, and even students have all expressed the need for greater safety and security in our schools. Much of their concern is focused on school violence, specifically highly publicized school shootings. While preventing or mitigating the damage of a possible school shooting is important, such preparations are only one component of having a safe and healthy school. The 86th Legislature and SBISD find that mental health, school connectedness, risk management, and safety conscious practices all contribute to a safe and healthy school environment.

In order to help students and parents feel safe coming to school, it is important for us to articulate what comprises safe schools, and to share this information with them. Defining and clarifying what whole school safety means to SBISD, will allow parents, teachers, and students to take productive steps to improve safety in the school and increase school connectedness.

Organizing the steps for building and maintaining a safe and healthy school for administrators will help provide activities to keep the school in compliance and also include key stakeholders in the process. Campus administrators will be able to use Campus Safety Committees and appropriate messaging to leverage proactive communication regarding the school's and the district's efforts to maintain student safety as a priority.

District Culture and Climate Strengths

SAFE SCHOOLS

SBISD has an excellent police department. In the last few years the department has increased training to respond to school violence. Fast response times and proactively addressing possible incidents are priorities. The district risk management team is experienced and proactive. Procedures to address hazardous materials and unsafe practices are in place and documented. Required drills are practiced and documented. The District Safe School video lessons are required of all employees and address a variety of important safety issues that pertain to students as well as employees.

Our counseling department and system of care help campus personnel in addressing the social and emotional needs of our students. The Communications team is experienced and efficient in messaging the community in a proactive and timely fashion. The facilities and operations team is currently managing a \$900,000.00 bond that includes facilities and safety upgrades for our schools.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: SAFE SCHOOLS: While, statistically, our students are very safe at schools, this is not the perception that many people have. This situation has negatively impacted school connectedness, especially at the secondary level. The many departments with roles in student safety; SBISD Police, Risk Management, Facilities and Operations, Student Support Services, Safety and Security, and Athletics do not have a comprehensive safety plan that can be communicated to campus administrators and the school community. **Root Cause:** Media and social media coverage of school violence incidents has led many parents and students to be concerned about student safety in our schools. Many community members focus their concerns on school shootings, rather than the comprehensive efforts to make our schools safe. In our district the several divisions and departments with school safety responsibilities have not come together to communicate a coherent and comprehensive safety message.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Extraordinary People strategy for Talent is to recruit and retain the best employees to support students in a more personalized, job-embedded format. For employees and support personnel, personalization includes recruitment processes and hiring practices to develop and retain staff through a more customized approach to professional development within a culture of opportunity that leverages the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals.

In order to meet our strategic goals attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional and non-instructional staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Personalized Professional Learning

Our teacher by years of experience are as follows:

Teachers by Years of Experience	2018-2019	
	N	%
Beginning	116	5.0
1-5 Years	677	29.4
6-10 Years	409	17.8
11-20 Years	661	28.7
Over 20 Years	438	19.0
Source: OnDataSuite, retrieved on 10/18/2019		

Staff Quality, Recruitment, and Retention Strengths

Recruitment and Retention of instructional and non-instructional staff:

- Increased number of quality applicants hired within 2-3 months of applying
- Competency-driven performance management system
- Job-embedded development program for APs to build leadership skills

Onboarding processes:

- Approximately 800 employees onboarded within the last three years
- Over 95% agree or strongly agree that the onboarding experience made them feel welcomed and valued
- 90% of employees said they would recommend SBISD to friends or family
- Training and support for Lead Mentors

Staffing and Performance Management:

- 60% of teams, representing a variety of roles, have competency maps
- A majority of SBISD campuses are Opportunity Culture- Texas campuses
- HR created 9 new Opportunity Culture-Texas roles
- Systems for annual talent planning

Competitive Compensation and Benefits

- Over 200 salaries adjusted based on previous compensation study
- In the process of a 2019 Compensation Study in order to ensure salary step and pay band of the Compensation Plan are aligned with industry standards in order to remain competitive with surrounding districts.
- Stipends are used to add value to the Compensation Plan

Personalized Professional Learning:

- Three-year Induction Plan, including New Teacher Academy, for zero-year teachers and industry professionals
- Personalized Professional Learning systems to support coaching, T-TESS processes and rubric expectations, mentor support, presenting skills via Presenter Academy, anytime/anywhere learning through ASCD, Hoonuit, etc.
- Collaboration with Academics and other departments to support personalized professional learning.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: In order to better support all employees with the goal of recruiting, developing and retaining our Extraordinary People, SBISD needs tightly aligned supports, including systems and structures for communication, collaboration, and intentional processes for coordination throughout the system. The support begins by providing administrators on-going training in best practices for communication, coaching staff and in compliance to district policies, processes and procedures; as well as, state and federal laws. **Root Cause:** Employee retention increases in supportive environments with effective leadership, clear communication, competitive compensation and opportunities to grow and develop. SBISD has a strong district onboarding process and offers multiple personalized professional learning opportunities to develop employees throughout the year. Intentional processes for coordination and collaboration throughout the system on professional learning, coaching, mentoring, compliance, compensation and communication for administrators would

improve the efficiency of operating procedures and increase retention.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PROFESSIONAL PRACTICES

SBISD professional developments are planned by directors and campus leaders. Student achievement data and the SBISD multiple measures data is reviewed, and then professional development sessions are planned.

Professional development learning sessions are available throughout the school year for staff, and each campus has a campus improvement plan where student data is tracked and goals are reviewed quarterly.

Overall, professional developments are purposeful and intentional in terms of teacher needs. Furthermore, this also involves individualized campus coaching support at schools, with an emphasis on highest need schools for the 2019-2020 school year.

Curriculum, Instruction, and Assessment Strengths

PROFESSIONAL PRACTICES

Professional Learning Communities are a strength and the beginnings of a process for data driven instruction. The district is standardizing how data is reported and then instruction or support adjusted for schools in need.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: PROFESSIONAL PRACTICES: Personalized professional development for every staff member in SBISD can be challenging. This said, focusing on student achievement data to drive professional development is critical to accomplishing the district goals. **Root Cause:** The root cause of meeting the needs of every learner for professional development occurs when a district has multiple initiatives and the goals are not clear.

Parent and Community Engagement

Parent and Community Engagement Summary

FAMILY

The SBISD Community Relations Division supports meaningful, strategic two-way engagement of families, community members, partners and volunteers. Demographic data affirm the majority of SBISD students are from low-income families, and nearly 60% are at risk of not graduating from high school. Panorama survey data affirm that for secondary students, school climate and school belonging are lower than national averages. The district has a large and very committed network of partners and over 11,000 volunteers. However, Spring 2019 campus needs assessments conducted by the Community Relations division identified gaps in services and needs not being met for hundreds, if not thousands of students. Principals expressed a need for more mentors and tutors to support student achievement among at-risk students. At the same time, Community Relations team program analysis affirmed a significant reduction in the number of mentors serving 3rd-12th graders in the SpringBoard program. Team-identified reasons for the decline included post-Harvey community challenges, oil and gas industry fluctuations, outdated marketing materials and lack of a strategic marketing plan, to name a few. Additionally both principal requests and student behavioral health data identified a need for additional case management and mental health supports.

While the need for expanded external supports for students is extensive, the most critical supporters of our students should be their families. Over the past three school years, SBISD has developed, piloted and refined a robust, community-developed, research-based, framework for aligned and strategic family education, engagement and empowerment (Family E3), to ensure our families have the resources, training, and experiences to help them be their children's best first teachers. District-wide Family E3 implementation is expected in 2019-20. In Spring 2019, Family E3-focused listening sessions identified three main areas of need: (1) enhanced customer service, (2) increased parent access to resources to help them maximize student success, including but not limited to closing language barriers, and (3) communication of consistent high expectations to assure all students reach their fullest potential. While SBISD has purchased interpretation devices, expanded translation capacity and mass-communications language options to enhance communications with our families with language barriers. However, these same families report perceiving communications with them as often being delayed and inconsistent. Many parents noted inconsistencies with the level of customer service they received depending on the school.

COMMUNITY

In March 2017, SBISD's Partnerships and Volunteer Programs (PVP) team hosted a partnership summit attended by nearly 100 partners and conducted a SWOT analysis of current programming and initiatives. District and campus leaders did the same. The results affirmed partners' desire to better understand district and campus priorities and needs to strategically align their engagement efforts. They also affirmed the need to be better connected and aligned with the network of campus and district partners serving the same students or providing the same types of supports. At the same time, principals requested deeper understanding of and connection to community resources and partnership capacities. In response, PVP team members began to conduct annual campus needs assessments of current programming and identified needs.

The PVP team also identified the need to restructure and redesign the long-standing model SBISD Partners in Education (PIE) and Volunteer Advisory Board (VAB) models and to update the Good Neighbor partnership brand to be more strategically aligned and to maximize meaningful engagement. As a team of two, the PVP team also recognized the need for a better way to leverage limited time to achieve maximum strategic outreach and partner and

volunteer relationship development. Board members were in accord. The PVP team designed and then piloted at the district and campus levels a new model for partnership engagement through regularly scheduled convenings of like-serving or business-aligned partners. Based on overwhelmingly positive feedback, the PVP has developed a robust convening model to be implemented at the district and campus levels.

Parent and Community Engagement Strengths

FAMILY

SBISD has an award-winning, nationally-recognized school-based mentoring model known as SpringBoard. SpringBoard partners are committed to annual recruitment of new mentors, and mentors tend to stay with their students for more than the required one-school year. Student and mentor surveys affirm students feel they do better in school and grow socially and emotionally as a result of having a caring adult to serve as a role model, advocate and friend. Anecdotal data affirm most SpringBoard mentees complete T-2-4 goals. SBISD contracts with Communities in Schools of Houston (CIS) to provide social workers for most SBISD campuses to provide specialized supports aimed at reducing drop-out rates. CIS provides supportive guidance and counseling, academic supports, social service referrals, college and career readiness supports, and serve as the mentor and parent engagement coordinators on most campuses. The district's 2017 Communications Audit affirmed parents hold an overall strong perception of SBISD based on the communications they receive and that SBISD has strong relationships and engagement with its community. Many schools have strong parent networks, and the Family E3 Framework represents the first systemic approach to setting and then achieving Family E3 expectations for the district, our schools, our families and our community. E3 also embeds the district's Share a Smile customer service commitments, emphasizing customer service as an expectation across the district. The district's Parent U and Mentor U brands for continuing education are strong, and annually attracts over 1000 parents and hundreds of mentors to learning sessions. Strong staff guide mentor and community services as well as Family E3 and customer service programming.

COMMUNITY

The Partnership Summit and staff feedback affirm the strength of the SBISD community, and the depth of resources available to support our schools and district. The summit also affirmed partners feel welcome on campuses, appreciated by the district and eager to support a more strategic approach. The district has several hundred Good Neighbor partners who do three or more things annually in support of schools, the district and/or the Spring Branch Education Foundation. The Spring Branch Education Foundation fosters the provision of more than \$1 million annually to support district and student needs. The PVP team is strong, and the team has proven adept at identifying partners and resources to annually address stated campus needs. The district has over 11,000 registered volunteers. The Good Neighbor brand remains strong.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Students and families need more direct, targeted, customized supports to address social and emotional well-being and school connectedness. **Root Cause:** Students and families face multiple barriers to succeeding in academics and developing socially and emotionally. Campuses find themselves having to provide added supports for students due to high poverty rates, a high number of single parent homes, an increase in immigrant

families, high numbers of English Learner students, and more students presenting with behavioral and mental health challenges. The district has not previously provided continuing education for educators around family E3 strategies.

Problem Statement 2: SBISD needs to implement a strategic approach to partnership engagement and must identify additional strategic partnerships, targeted programs, and expanded volunteer and engagement opportunities in direct alignment with district priorities to increase student achievement and T-2-4 outcomes. **Root Cause:** There is not a systemic approach to partnership planning at the campus level and district partnership planning is sometimes reactive to an opportunity rather than proactive to highest strategic need. Plans are often developed one-on-one between the PVP team and a campus or between a partner and the campus. This approach sometimes fails to take into account the collective picture of partnership support on a campus and may result in duplicate or misaligned supports that do not directly meet stated campus needs. Current membership of our PIE and VAB is strong in terms of member's support for and commitment to the district, but many are now retired and not directly connected to partner companies and organizations. The Good Neighbor program is now in its 13th year, and there has not been a program review to assess opportunities for continued strengthening of the brand to further support partnership and volunteer efforts.

District Context and Organization

District Context and Organization Summary

Our single-focused goal for student achievement is Spring Branch T-2-4, which aims for every graduate to attain some form of higher education. Our strategic plan, *The Learner's Journey*, guides our work, and provides our status as a Texas District of Innovation.

On April 25, 2016, the Spring Branch ISD Board of Trustees (Trustees) voted unanimously for SBISD to become a District of Innovation (DoI), enabling SBISD to exempt itself from certain state laws that pose barriers to innovation related to curriculum, instruction, parent or community involvement, school calendars, budgeting, and governance.

District Context and Organization Strengths

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

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




Evaluation Data Source(s) 1: National Clearinghouse data
 2019: 62% of Class of 2019 enrolled in T24 option
 2018: 64% of Class of 2018 enrolled in T24 option
 TAPER Reports, Student Registration

Summative Evaluation 1:

Targeted or ESF High Priority

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) COLLEGE AND CAREER READINESS: Provide multiple opportunities for test prep and testing that prepare students for success on college entrance exams such as PSAT 8/9, School Day SAT (juniors), and School Day SAT (seniors)	Executive Director of Accountability, Director of Advanced Academics,	Students will receive targeted exam preparation in order to show an increase in their scores on these college credit exams.			
2) CTE PROGRAMS OF STUDY: Increase the number of students committing to a CTE coherent course sequence within their four-year high school plan that leads to a technical certificate or license.	Director of Counseling and Student Support Services; Director of CTE	Increase the number of students who commit to a CTE pathway as part of their 4-year planning.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
3) Host College Search Institute (CSI) seminars at each high school to provide information on college applications, resumes, interviews, scholarships, and admissions.	Director of Counseling and Student Support Services	Increased awareness of navigating college enrollment processes leading to students being better prepared for T-2-4.			
4) For students who are interested in pursuing enlistment in the military, provide opportunities for students to learn about their options.	Director of Counseling and Student Support Services	Increased numbers of students choosing to enlist in the military after graduation.			
5) In partnership with HCC, strengthen post-secondary programming through P-SOAR. The summer after graduation, host tours of local HCC associate degree programs across the city and partner with technical institutions to host fairs.	Director of Counseling and Student Support Services	Increased enrollment of students in partner institutions; 2016 - 409 students 2018 - 441 students			
6) Leverage district partnerships with Emerge, One Goal, Collegiate Challenge, and College Community Career to increase the number of under-represented students enrolling in a four-year institution.	Director of Counseling and Student Support Services	Increased percentage of enrollment of students participating in these programs. [LANCE: what does our data say?]			
7) Introduce students to workforce program options available upon graduation if they have not solidified a post-secondary plan by senior year, have not met college ready measures, and/or need to enter the workforce upon graduation.	Director of Counseling and Student Support Services	Establish baseline data for students participating in workforce ready programs offered through local higher education institutions.			
8) Leverage job shadowing, career exploration and Junior Achievement experiences to expand student awareness of and interest in career opportunities and the T-2-4 options to make them happen.	Coordinator for Strategic Partnerships & Volunteer Programs	Number of students participating in events and feedback through student evaluations.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

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

Evaluation Data Source(s) 2: National Clearinghouse (Aug 2019 report): The % of SBISD graduates completing higher education within six years after high school graduation:

Class of 2013 = 44%




Class of 2012 = 44%

Class of 2011 = 43%

Summative Evaluation 2:

Targeted or ESF High Priority

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Create and maintain a student directory, generated through Naviance data from each high school, that contains students' current personal contact information and each students' career interest so that district staff can follow-up with students to share opportunities offered after graduation by higher education partners and local technical institutions.	Director of Counseling and Student Support Services	Student directory completed by high school; communication plan developed and implemented			
2) Partner with HCC to host re-capture opportunities to follow-up with students who began the college admissions process but did not complete it, or concluded the year without following through on their post-secondary plan.	Director of Counseling and Student Support Services	An increase in the number of students who enrolled due to the recapture process.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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




Performance Objective 3: Increase the % of graduates achieving College, Career, Military Readiness status by at least 5 points.

Evaluation Data Source(s) 3: State accountability reports:

2019: 68% of annual graduate met CCMR indicator

2018: 63% of annual graduates met CCMR indicator

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Monitor and promote course selection options that reflect student interests and past performance so that each student achieves a CCMR designation.	Executive Director of Assessment and Compliance; Director of Counseling and Student Support; Director of CTE	Increase the % of graduates achieving College, Career, Military Readiness status by at least 5 points.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 1: ACHIEVEMENT: By June 2020, SBISD will increase student performance on STAAR 3-8/End-of-Course exams in all subjects tested by at least 3 points at each performance level (approaches, meets, masters).

Evaluation Data Source(s) 1: State accountability reports (Domain 1)

2018-19: All subjects: 76% (approaches), 51% (meets), 25% (masters)

2017-18: All subjects: 74% (approaches), 48% (meets), 22% (masters)

Summative Evaluation 1:

Targeted or ESF High Priority

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) ACADEMICS: Provide campuses with curriculum and assessments aligned to TEKS with a year-long scope and sequence [Effective Schools Framework]	Associate Superintendent of Academics, Executive Director of Academic Services	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
2) ACADEMICS: Provide campuses with assessments aligned to state standards and the appropriate level of rigor. Administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.[Effective Schools Framework]	Associate Superintendent of Academics, Executive Director of Academic Services	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
3) ACADEMICS: Ensure the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection. [Effective Schools Framework]	Associate Superintendent of Academics, Executive Director for Academics	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
4) ACADEMICS: Provides campuses with a data assessment platform to capture assessment data by item and student level. [Effective Schools Framework]	Associate Superintendent, Executive Director of Academic Services	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
Funding Sources: 289.RES19 - Restart Grant - 115000.00					
5) ACADEMICS: Work with campuses to increase the rigor of instruction so that all students will perform at the highest levels	Executive Director of Academic Services Directors of each program area	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
Funding Sources: 211 - Title I, Part A - 6292645.00					
6) ACADEMICS: Provide differentiated support to those campuses that have been identified by state and federal system for interventions with monthly and/or quarterly meetings.	Associate Superintendent for Academics, Community Superintendents, Executive Director of Academic Services	All campuses to meet state standards; PLC planning supports through recurring cycles of collective inquiry during walkthroughs and feedback conferences			
7) ACCOUNTABILITY: Train principals and directors on the state accountability system and how all performance levels are included in the calculations. Work with campuses to increase the rigor of instruction so that all students will perform at the highest levels.	Associate Superintendent of Academic, Executive Director of Assessment and Compliance, Executive Director of Academic Services	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
8) ACCOUNTABILITY: Support and monitor schools implementing Targeted Improvement Plans.	Associate Superintendent of Academics, Community Superintendents, Executive Director of Academic Services	All campuses with TIP will meet state accountability standards.			
9) READING/ELA (K-5): Align campus practices to balanced literacy framework of instruction to include reading workshop, writing workshop, and phonics/word study.	Director of Humanities K-5, Principals	100% of elementary campuses will utilize district-adopted curriculum; progress monitoring through frequent walkthroughs and feedback conferences; In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
10) READING/ELA (K-5): Teachers will plan for and implement small groups and individual conferences to provide explicit teaching in skills needed to master state assessments.	Director of Humanities K-5 and 6-12	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
11) READING/ELA (K-5): Train teachers on how to use running record data to increase student reading proficiency.	Director of Humanities K-5	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
12) READING/ELA (K-5): Collaborate with Houston-area districts at a TCRWP Dual Language Think Tank sessions to review and create documents for Spanish speaking students that are aligned to TCRWP	Director of Humanities K-5, Director of Multilingual Programs	Curriculum resources developed and teachers trained at regular intervals.			
13) READING/ELA (K-5): Provide extensive teacher training in the implementation of Units of Study Reading, Writing, and Phonics.	Director of Humanities K-5	100% of elementary campuses will utilize district-adopted curriculum; In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
14) READING/ELA (6-12): Provide professional learning that focuses on balanced literacy and the workshop approach to ensure that students are successful	Director of Humanities 6-12	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
15) READING/ELA (6-12): Ensure yearlong training and support continues for Abydos trainee cohort	Director of Humanities 6-12	80% of teacher will be on track to meet certification requirements; multiple PD sessions offered (face to face, book study group)			
16) READING/ELA (6-12): Train teachers on how to use Edgenuity as an intervention tool connected to proficiency scales.	Director of Humanities 6-12	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points; multiple PD sessions (offered face to face, on-line)			
17) READING/ELA (6-12): Train middle school teachers on Pearson resources and integrate into curriculum documents throughout the year	Director of Humanities 6-12	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
18) WRITING (PK-12): Review student writing samples at each campus to determine patterns and identify where students are and how to move them forward.	Directors of Humanities K-5, 6-12, and PK	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
19) WRITING (PK-12): Train and model how to provide feedback through individual and small group writing conferences.	Directors of Humanities K-5, 6-12, and PK	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
20) WRITING: Provide Summer Homegrown Writing Institute for teachers serving grades K-5.	Director of Humanities K-5	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
21) MATH: Train teachers in to differentiate instruction and build student agency through the use of the Whole Number Operation Screeners (grades 2-5)	Director of Mathematics	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
22) MATH: Provide grade level pull out days for teachers to continue K and 1 curriculum study to build student numeracy skills through the use of whole number Operation Screeners.	Director of Mathematics	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
23) MATH: Promote the use of EL strategies through the use of manipulatives to construct physical models of abstract mathematical ideas.	Director of Mathematics	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
24) SCIENCE: Promote the use of EL strategies and interactive word walls; follow up with teachers who have been trained.	Director of Science	Implementation of interactive word walls with 100% of units, science instructional walks, social media posts using (#sbisdwordwalls)			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
25) SCIENCE: Provide campus-specific supports to catalyst schools to improve science instructional and student achievement.	Director of Science	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
26) SCIENCE: Train science teachers on the 5E instructional model.	Director of Science	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points; progress monitoring through frequent walkthroughs and feedback conferences			
27) SOCIAL STUDIES: Provide professional development focusing on effective reading strategies and literacy-based instruction.	Directors of Humanities K-5, 6-12	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
28) BILINGUAL LEARNERS: Continue to train teachers and provide instructional support for OWDL model at the elementary level.	Director of Multilingual	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
29) ENGLISH LEARNERS: Support teachers with implementation of TRTW and QTEL instructional strategies into any core content area to engage all EL students at high levels.	Director of Multilingual	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
30) EDUCATIONAL TECHNOLOGY: Campus Transformational Learning Specialists (TLS) will collaborate with campus principals to support teachers in their implementation of the Year 1 ITSL expectations.	Director of Educational Technology, Principals	All middle school and high school teachers will meet year 1 expectations for ITSL integrations; 100% of middle school and high school teachers will meet the Year 1 expectations for itslearning Implementation			
31) EDUCATIONAL TECHNOLOGY: Transformational Learning Specialists (TLS) will provide campus-based coaching and training sessions at each of their assigned campuses.	Director of Educational Technology, Principals	All middle school and high school teachers will meet year 1 expectations for ITSL integrations			
32) LIBRARY MEDIA SERVICES: Increase availability and promote the use of eBooks to students across the district.	Director of Library Media	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
33) LIBRARY MEDIA SERVICES: Increase availability and promote the use of the 534,000+ print books to students across the district.	Director of Library Media	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			
34) LIBRARY MEDIA SERVICES: Increase availability and promote the use of the digital resources to students across the district: TexQuest, JSTOR, Discovery Education, PebbleGo, PowerKids, and Sora.	Director of Library Media	In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
35) PRE-KINDERGARTEN: Provide training and modeling in the use of updated PK3 and PK4 district curriculum to meet State high-quality curriculum component requirements-Circle Progress Monitoring.	Director of PreKindergarten	73% of PK students will be proficient in the area of Language and Communication as measured by CIRCLE Progress Monitoring 2017-2018 Eng 49% Span 65% 2018-2019 Eng 70% Span 69%			
36) SPECIAL EDUCATION: Monitor growth of SE students through fidelity to systematic intervention programs (OG, LLI, Mindplay)	Director of Special Education	Increase the passing rate of Special Education students on STAAR Reading (Grades 3-8) from 40.7% to 45.0% (approaches level)			
37) SPECIAL EDUCATION: Train at least one Resource teacher from each elementary campus in the Orton-Gillingham (OG) approach to serve students who are both dyslexic and receiving special education services	Director of Special Education	100% of elementary schools will have one SE teacher trained to support SE student who also need dyslexia services.			
38) SPECIAL EDUCATION: Monitor/debrief observed instruction in Resource and In-Class Support (ICS) classrooms during regularly scheduled special education coordinator meetings.	Director of Special Education	Increase the passing rate of Special Education students on STAAR Reading (Grades 3-8) from 40.7% to 45.0% (approaches level)			
39) SPECIAL EDUCATION: Improve student outcomes by continuing to develop teachers' knowledge of IEPs and their appropriate implementation. Monitor the use of accommodations and modifications for student instructional settings for accurate and appropriate implementation.	Director of Special Education	Increase the passing rate of Special Education students on STAAR Reading (Grades 3-8) from 40.7% to 45.0% (approaches level)			
40) GIFTED AND TALENTED: Identify programming that needs the educational needs of gifted and talented students through Bendwood experiences, advanced coursework, and Spring Branch Academic Institute while expanding opportunities for all student to access rigorous course work through math acceleration, Advanced Academic Coursework, Advanced Placement, International Baccalaureate, Dual Credit or Dual Enrollment	Director of Advanced Academic Studies	Increase in the number of students enrolling in advanced options			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
41) PRE-KINDERGARTEN: Monitoring benchmarks in English and Spanish to meet state high-quality student progress monitoring component requirements	Director of PreKindergarten	In all CIRCLE components, increase PK students meeting English and Spanish instructional benchmark requirements by 3 points. English 17-18 18-19 Reading 84% 87% Writing 93% 94% Lang/Com 49% 70% Math 84% 88% SEL 89% 92% Spanish 17-18 18-19 Reading 88% 87% Writing 85% 90% Lang/Com 65% 69% Math 84% 88% SEL 86% 92%			
42) PRE-KINDERGARTEN: Provide professional development and coaching opportunities so that 100% of our PK teachers meet highly qualified teacher qualifications requirements.	Director of Prekindergarten	100% of PK teachers have met State standards for HQ status; Improved teacher practices will lead to better student outcomes. 2017-2018 100% 2018-2019 100%			
43) PRE-KINDERGARTEN: Develop and report progress on Early Childhood Literacy and Math Proficiency Plan that identifies annual goals, targeted professional development, and includes considerations for bilingual and special language programs.	Director of Prekindergarten	100% of PK Literacy and Math progress reports identifies quantifiable goals for each student as he/she transitions to Kindergarten. 2017-2018 100% 2018-2019 100%			
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 2: GAP-CLOSING: By June 2020, SBISD will increase overall performance on STAAR 3-8/End-of-Course exams to narrow the gap or improve performance above the target by at least 3 points.

Evaluation Data Source(s) 2: State accountability reports (Domain 3: Closing the Gaps)
2018-2019 - SBISD met 22 of 25 academic targets evaluated




Summative Evaluation 2:

Targeted or ESF High Priority

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) ACADEMICS: Provide campuses with curriculum and formative assessments aligned with targeted intervention strategies focused on individual student needs	Executive Director of Academic Services	Narrow the gap or improve performance above the target by at least 3 points			
2) INTERVENTION SERVICES: Create systemic processes for reviewing data to plan for targeted small group intervention in order to increase student achievement.	Director of Intervention Services	Narrow the gap or improve performance above the target by at least 3 points			
	Funding Sources: 289.RES19 - Restart Grant - 15000.00				
3) INTERVENTION SERVICES: Train campus team on analyzing multiple measures to provide targeted student support for English Language Learners.	Director of Intervention Services	Narrow the gap or improve performance above the target by at least 3 points			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
4) PRE-KINDERGARTEN: Ensure all students are ready for kindergarten.	Director of Pre-Kindergarten	In all CIRCLE components, increase PK students meeting English and Spanish instructional benchmark requirements by 3 points. English 17-18 18-19 Reading 84% 87% Writing 93% 94% Lang/Com 49% 70% Math 84% 88% SEL 89% 92% Spanish 17-18 18-19 Reading 88% 87% Writing 85% 90% Lang/Com 65% 69% Math 84% 88% SEL 86% 92%			
Funding Sources: 211 - Title I, Part A - 1278696.00					
5) READING/WRITING (3-5): Provide balanced literacy curriculum materials and training to Reading teachers to support in-class interventions and first-line differentiated instruction to include reading workshop, writing workshop, and phonics/word study	Director of Humanities K-5 Director of Intervention Services	Narrow the gap or improve performance above the target by at least 3 points			
6) READING/WRITING (6-8): Provide curriculum materials and training to English teachers to support planning for in-class interventions and first line differentiated lessons.	Director of Humanities 6-12	Narrow the gap or improve performance above the target by at least 3 points			
7) MATH (3-5): Provide curriculum materials and training to Math teachers to support planning for in-class interventions and first line differentiated lessons to include mathematical concepts and processes	Director of Mathematics Director of Intervention Services	Narrow the gap or improve performance above the target by at least 3 points			
8) MATH (6-8): Provide curriculum materials and training to Math teachers to support planning for in-class interventions and first line differentiated lessons.	Director of Mathematics	Narrow the gap or improve performance above the target by at least 3 points			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
9) MULTILINGUAL: Collaborate with school teams to provide targeted instructional support in specific language domain(s).	Director of Multilingual Services	For students who have been in US schools for 3 years: increase the % of students scored "advanced high" on TELPAS from 0% advanced high to at least 5%. CHECK: ALL? WHAT GRADE LEVEL? composite???			
10) SUMMER SCHOOL: Provide Summer School for eligible students	Executive Director for Student Support Services	Narrow the gap or improve performance above the target by at least 3 points			
Funding Sources: 211 - Title I, Part A - 250000.00					
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 3: STUDENT GROWTH: By June 2020, SBISD will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (k-8) increase by 7 points, Math (K-8) increase by 5 points.

Evaluation Data Source(s) 3: Measures of Academic Progress (MAP) reports

Reading CGI: 2018 (48%), 2019 (53%)




Math CGI: 2018 (58%), 2019 (60%)

Summative Evaluation 3:

Targeted or ESF High Priority

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) READING/ELA (K-2): Provide balanced literacy staff development and planning support to increase quality Reading and Writing instructional practices to grow readers by deepening teacher understanding	Director of Humanities K-5 Director of Intervention Services	Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points			
2) READING/ELA (3-5): Provide balanced literacy staff development and planning support to increase quality Reading and Writing instructional practices to grow readers by deepening teacher understanding	Director of Humanities K-5 Director of Intervention Services	Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points			
3) READING/ELA (6-8): Train teachers and provide curriculum and resources to be utilized for reading interventions and scaffolded support.	Director of Humanities 6-12	Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points			
4) MATH (K-2): Provide read-aloud classroom libraries that support Kinder and 1st grade math curriculum; train teachers.	Director of Mathematics	Increase the % of students who meet or exceed CGI targets on MAP: Math (K-8) increase by 5 points			
5) MATH (3-5): Provide teacher professional development opportunities focused on Math numeracy strategies in identifying individual academic needs of all student populations	Director of Mathematics	Increase the % of students who meet or exceed CGI targets on MAP: Math (K-8) increase by 5 points			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
6) MATH (6-8): Provide teacher professional development opportunities focused on Math strategies in identifying individual academic needs of all student populations	Director of Mathematics	Increase the % of students who meet or exceed CGI targets on MAP: Math (K-8) increase by 5 points			
7) ENGLISH LEARNERS: Provide teacher professional development based on EL instructional strategies and materials to meet the unique needs of EL students	Director of Multilingual Programs	Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points; Math (K-8) increase by 5 points			
8) INTERVENTION SERVICES: Map progress data to identify student learning levels so teachers can engage in differentiated instruction and skill-based grouping	Director of Intervention Services	Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points; Math (K-8) increase by 5 points			
9) HEALTH FITNESS: Integrate brain-based instructional strategies (Kinesthetic Classroom) bridging movement and content for increased student engagement and learner success.	Director of Health Fitness	Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points; Math (K-8) increase by 5 points			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 4: Increase graduation rate of the all student group by at least one point.




Evaluation Data Source(s) 4: Accountability ratings overall: "All student" group

2018-2019: 4-year rate = 90.9%, 5-year rate = 91.7%, 6-year rate = 92.2%

2017-2018: 4-year rate = 89.9%, 5-year rate = 92.0%., 6-year rate = 93%

Summative Evaluation 4:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) GRADUATION RATE: Support off-cohort students and those who need to pass the state assessments to meet graduation requirements.	Executive Director of Student Support Services	Increase graduation rate of the all student group by at least one point.			
2) EDUCATIONAL TECHNOLOGY: Collaborate with campus counselors to enroll students in virtual school courses for original credit and for credit recovery.	Director of Educational Technology, Director of Counseling and Student Support Services	10 percentage points increase with students completing virtual courses for original credit and/or credit recovery			
3) STUDENT SERVICES: Implement Dropout Recovery plan at each high school campus.	Executive Director of Student Support Services	Maintain district drop-out rate below 2.1% for high school students.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 5: Increase the number of students who earn a TEA-approved Industry Based Certifications by 10 points.




Evaluation Data Source(s) 5: CTE certification reports

2019: 655

2018: 476

Summative Evaluation 5:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Support CTE teachers and counselors to ensure students are prepared for certification exams which will lead to students earning certificates.	Director of Career and Technical Education	Increase the number of industry certifications earned by 10%. Increase the accuracy in reporting earned certifications.			
2) Establish systems to ensure the reporting of Industry Based Certification data is accurate.	Director of Career and Technical Education	Increase the accuracy in reporting earned certifications.			
3) Increase marketing and the promotion of CTE programming so that students schedule advanced CTE courses in their selected program of study.	Director of Career and Technical Education; Director of Counseling and Student Support	Increase number of students signing up for advanced CTE courses for the 2020-2021 school year by 5% 2018-2019: 1944 2019-2020: 1914			
4) Develop a new course "college and career course" for middle school students to be piloted in 2020-21 school year.	Director of Career and Technical Education; Director of Counseling and Student Support	New course fully developed; Select two middle schools to pilot with at least 200 students for the 2020-2021 school year; Training and communication plan established			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 6: Increase the number of students enrolled in and earning credit in advanced courses.

Evaluation Data Source(s) 6: Course enrollment data; AP Potential reports; AP data reports
[NEED DATA POINTS ... LANCE, PAM]

Summative Evaluation 6:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) o ENROLLMENT DATA: Use data (Class grades, AP Potential, MAP scores) to identify and recruit students demonstrating ability to be successful in rigorous course work to participate in dual credit (HCC) and dual enrollment (OnRamps) programs.	Director of Guidance and Counseling	Increase in the number of students enrolling in dual credit and dual enrollment courses for the 2020-2021 school year.			
2) Participate in CollegeBoard PreAP Pilot at two high schools	Director of Advanced Academic Studies	Increase the number of students enrolling in AP courses at each campus.			
Funding Sources: 289.RES19 - Restart Grant - 52000.00					
3) Convene Advanced Academic Steering Committee to determine what make a course "advanced" in middle school grades and to articulate vertically aligned advanced courses leading to success in advanced academic courses (formally Pre-AP).	Director of Advanced Academic Studies	Committee will set a definition for advanced courses that contains learning expectations and course elements that can be clearly articulated to all stake holders			
4) Ensure every student enrolled in an Advanced Placement course is aware of utilizes online supports (Khan Academy, Shmoop, Digital Dashboard) in course work and test preparation.	Director of Advanced Academic Studies	Students will show an increase in success on outside test sources and monitor usage to develop a baseline.			
5) Expand the success of merit based exams	Director of Advanced Academic Studies	There will be an increase in the number of students who participate in the DUKE TIP Program. There will also be a financial support for students who are unable to participate in these opportunities.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<div><div><div></div><div>100%</div></div><div>= Accomplished</div><div><div></div><div>0%</div></div><div>= No Progress</div><div><div></div></div><div>= Discontinue</div></div>					

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

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2020, the % of SBISD students who feel connected as both individuals and learners will increase by at least 2 points.

Evaluation Data Source(s) 1: Panorama Survey
 2019: 65% School Connectedness Multiple Measure
 2018: 63% School Connectedness Multiple Measure

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) COUNSELING: Train school counselors on how to interpret Panorama data so that each school counselor has a plan of action to influence student connectedness.	Director of Guidance and Counseling	Implementation of individual counselor plans to address student needs specific to each school			
2) COUNSELING: Character education and social emotional lessons will be reviewed, revised, and taught in all schools.	Director of Guidance and Counseling	Published guidance curriculum; schedule of advisory lessons taught at each campus. Middle Schools will implement Character Strong			
3) COUNSELING: Coordinate with CIS, CYS, and other social service and mental health providers to ensure needs are addressed at each school.	Director of Guidance and Counseling	Ensure MOU agreements between SBISD and partnering organizations align with current needs of SBISD students and review annual reports from partnering organizations for demonstrated impact.			
Funding Sources: 211 - Title I, Part A - 2055278.00					
4) FINE ARTS: Provide middle school students who have an interest in art to expand their personal art portfolio in preparation for Advanced Placement Art courses.	Director of Fine Arts	Every middle school will participate in the 8th grade portfolio review process.			
5) FINE ARTS: Expand opportunities to showcase student artwork across the district and city.	Director of Fine Arts	90% of students art work exhibited at the Secondary Spring Show (AYAM) and Geocache Scavenger Hunt; 90% of students participate at Don Coleman Coliseum art auction			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
6) HEALTH FITNESS: Promote a comprehensive approach to children's health and wellness through school connectedness based on student leadership, advanced mover opportunities, kinesthetic framework, cheerleading and student health advisory councils	Director of Health Fitness	90 % of students meet FitnessGram goals; Collaboration with district, campus and Student School Health Advisory Committees			
7) PRE-KINDERGARTEN: Increase a family's ability to support student achievement by providing access to the Ready Rosie parent engagement application and Istation Home.	Director of Pre-Kindergarten	In all CIRCLE components, increase PK students meeting English and Spanish instructional benchmark requirements by 3 points. English 17-18 18-19 Reading 84% 87% Writing 93% 94% Lang/Com 49% 70% Math 84% 88% SEL 89% 92% Spanish 17-18 18-19 Reading 88% 87% Writing 85% 90% Lang/Com 65% 69% Math 84% 88% SEL 86% 92%			
8) SCIENCE/STEM: Expand opportunities for elementary-aged students to explore STEM career fields.	Director of Science, Director of Educational Technology	Hold Girlstart, STEM Conference, and STEM Fair events			
9) SUMMER PROGRAMMING: Design student experiences with Summer camps: Heroes, CMA, and CIS (PAM NEEDS TO REWORD)	Director of Advanced Academic Studies	REWORD - what will the impact be?			
10) STUDENT SUPPORTS: Remove barriers to enrollment for homeless students by providing school of origin transportation, resources, tutorials, mentoring, and progress/attendance monitoring.	Executive Director for Student Support Services Director of External Funding and Compliance	Academic success of students being served under the McKinney-Vento Act.			
Funding Sources: 211 - Title I, Part A - 150000.00, 206 TEH20 McKinney Vento Grant - 87588.00, 289 THHYG - Texas Homeless Youth Grant - 56987.00, 289.RES19 - Restart Grant - 300000.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>					




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

Performance Objective 2: COUNSELING/STUDENT SUPPORT: 100% of 9th graders will have an informed four-year plan and 80% of 11th graders will have a preliminary post-secondary plan.

Evaluation Data Source(s) 2: Naviance Reports, Skyward Reports

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college.




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide multiple opportunities to inform middle school students of high school academic planning (Naviance, Career Exploration, High School/ Guthrie Center visits).	Director of Guidance and Counseling	Naviance reports on completed "student tasks." Participation records for career and high school exploration opportunities.			
2) Middle school counselors and high school counselors, who serve students in grades 8 and 9, will collaboratively develop a process by which four-year plans are built with each individual student.	Director of Guidance and Counseling	Completed four-year plans recorded in Skyward for each student.			
3) Juniors will participate in advisory activities designed to support decision-making around post-secondary plans.	Director of Guidance and Counseling	Published post-secondary advisory curriculum; Schedule of lessons taught at each school; Evidence of student planning process in Naviance.			
4) Juniors will complete a preliminary post-secondary plan by the end of the school year.	Director of Guidance and Counseling	Completed preliminary post-secondary plan recorded in Naviance for every junior-level student.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 3: GUIDANCE AND COUNSELING: 100% of designated staff will be trained to support the mental health needs of students.

Evaluation Data Source(s) 3: Community partnerships; Training materials

Summative Evaluation 3:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) HIGH SCHOOL: Partner with Mental Health America of Greater Houston to train two high school counselors per campus to become a trained facilitator for the Emotional Backpack Project.	Director of Counseling and Student Supports	Implementation of Emotional Backpack curriculum at each high school; Increased advocacy by students and staff at each high school			
2) MIDDLE SCHOOL:	Director of Counseling and Student Supports				
3) PK/ELEMENTARY SCHOOL:	Director of Counseling and Student Supports				
4) Train all counselors, nurses, campus administrators, and designated teachers in Youth Mental Health First Aid. (initial training or three-year renewal training)	Director of Counseling and Student Supports	Increased number of staff members ready to support students experiencing crisis; Maintain roster of training status per school			
5) Train campus para-professionals and bus drivers in Mental Health Signs and Symptoms.	Director of Counseling and Student Supports	Increased number of staff members who are first to greet students each day and are trained to identify signs and symptoms of a student in crisis			
6) Continue to train campus counselors in supporting students with mental health needs.	Director of Counseling and Student Supports	End of year counselor survey on readiness to support the SEL and Mental Health needs of students will inform the counselor professional development plan for 2020-21.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 4: SYSTEM OF CARE: 100% of campuses will have staff trained to support the needs of students with challenging behaviors.

Evaluation Data Source(s) 4: Training materials, schedule, and attendance rosters

Summative Evaluation 4:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Decrease the number of students assigned to In-School Suspension (ISS), Out-of-School Suspension (OSS), and discretionary placement to DAEP by developing processes and training campus staff to better utilize restorative discipline practices, positive behavior interventions, and strategic intervention practices.	Executive Director of Student Support Services, Director of Counseling, Coordinator of System of Care	Decrease number of students assigned to ISS. Decrease number of students assigned to OSS. Decrease number student assigned to the DAEP for discretionary placement .			
2) Train assistant principals and counselors on de-escalation strategies.	Director of Guidance and Counseling	Increased number of staff members ready to support when de-escalation strategies are needed.			
3) Develop and deliver campus behavior intervention and de-escalation teams' expectations and training curriculum. [REWORD ... not sure what this means]	Director of Guidance and Counseling	Implement behavior intervention strategies with fidelity across all campuses			
4) Publish and promote the menu of services offered by System of Care to serve the needs of all school levels.	Director of Guidance and Counseling	Increased partnerships between school teams and Care Coaches to ensure staff training needs are met and student BIPs are implemented with fidelity.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 5: SPECIAL EDUCATION: Increase the number of students who are in a Structured Behavior Support classroom to a more inclusive setting by 3%.

Evaluation Data Source(s) 5: Special Education ARD data available in SuccessEd.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) AB/PASS UNITS: Train and support all deans, teachers, and teacher assistants on the essential components of structured behavioral support classrooms and strategies that support inclusive practice.	Director of Special Education	Review behavioral progress with AB/PASS teachers and the Dean monthly.			
2) SPECIAL EDUCATION: Consult with other departments and campuses to provide a safe, social and emotional environment for all students receiving special education services in all content areas.	Director of Special Education	Increased school team expertise in supporting special education students			
3) SPECIAL EDUCATION: Provide behavior support to campuses for students with disabilities and their families throughout the year.	Director of Special Education	Improved classroom management techniques for all students, especially those with Behavior Intervention Plans			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 6: DYSLEXIA: Increase the number of students identified to receive dyslexia services in grades K & 1 and LEP students by 20%




Evaluation Data Source(s) 6: Skyward data:

2019: 21 K-1 and 151 LEP students served out of 981 Section 504 dyslexia students

2018: 15 K-1 and 154 LEP students served out of 915 Section 504 dyslexia students

Summative Evaluation 6:

TEA Priorities: 2. Build a foundation of reading and math.




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Train elementary teachers and administrators on identifying signs of dyslexia and dyslexia screening protocols	Coordinator of Dyslexia Services	Increase in data-informed dyslexia referrals coming from the SSC process			
2) Incorporate early identification for dyslexia into Student Support Committee (SSC) data collection and analysis processes	Director of Intervention Services, Coordinator of Dyslexia Services	Increase in data-informed dyslexia referrals coming from the SSC process			
3) Implement and monitor processes for Dyslexia screening for students in grades K & 1 at all elementary schools	Director of Intervention Services, Coordinator of Dyslexia Services	Effective screening and appropriate interventions in place for K-1 students; Data on screening and intervention will be entered into Skyward.			
4) Ensure collaboration occurs quarterly among Humanities, Special Education, Dyslexia, Multilingual, and campus teams to improve identification processes for bilingual students.	Executive Director of Student Support Services, Executive Director of Academic Services	Increase the number of bilingual and LEP students identified for dyslexia testing and qualifying for dyslexia services.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 7: MENTORING PROGRAMS: Establish at least 150 new mentor matches by June, 2020.

Evaluation Data Source(s) 7: Mentor Recruitment and Training Evaluations, Mentor Match Database, Year -End Mentor and Mentee Surveys

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Update and upgrade SpringBoard Mentoring Program marketing, training and recruitment materials and strategies	Coordinator for Community Services and Mentoring Programs	Expanded Number of Partners, Evaluations for Mentor Trainings, and Number of Mentors Trained			
2) Develop and Implement Mentoring Programs Communications Plan to better inform, support and guide mentors	Coordinator for Community Services and Mentoring Programs	New Mentoring Matters Newsletter, Mentoring Presence in Top Ten and District Social Media, Mentor Match Outcomes			
3) Expand resources and experiences for mentor and mentee matches to strengthen relationships	Coordinator for Community Services and Mentoring Programs	Mentor Program Field Trips, Resources, Mentor U Experiences			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 8: TUTORING PROGRAMS: Develop and Implement ReadSBISD Tutoring Program

Evaluation Data Source(s) 8: Tutee Reading Data, Tutor Formative and Summative Evaluations

Summative Evaluation 8:

TEA Priorities: 4. Improve low-performing schools. 2. Build a foundation of reading and math.



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Develop centrally-supported Second Grade Reading Tutoring Program Model	Coordinator for Strategic Partnerships and Volunteer Programs	Tutor Training Manual and Training Model			
2) Pilot Second Grade Reading Tutoring Program, and based on success of pilot expand to all schools with current tutoring programs in place	Coordinator for Strategic Partnerships and Volunteer Programs	Student Reading Data, Tutor evaluations, Tutee pre- and post-evaluations, number of schools and students served			
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>×</div><div>= Discontinue</div></div></div>					

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

Performance Objective 1: Establish Campus Safety Committees on each campus.

Evaluation Data Source(s) 1: Campus Safety Committee rosters from each campus.

Summative Evaluation 1:



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Establish Campus Safety Committees on each campus composed of a cross section of stake holders to look at matters related to campus safety.	Associate Superintendent of Administration, Director of Safety and Security	Each Campus principal will recruit a safety team and provide a roster; Each campus team will meet three times/year so that all campuses will be able to refine safety practices			
2) Inform principals via e-mail and presentation that campus safety committees will be required on each campus.	Director of Safety and Security	100% of schools will have an established safety committee			
3) Collaborate with district departments to address safety needs as they occur on individual campuses	Director of Safety and Security; Principals	Each responsible department will address safety needs in a timely manner for each individual campus			
4) Participate in the Harris County Department of Education (HCDE) campus safety audit.	Police Chief, Director of Safety and Security, Safety and Risk Manager	100% of campuses will develop action plans to address deficiency as a result of safety audits			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 2: In compliance with Senate Bill 11, establish a District level safety committee that will consider safety issues throughout the district.

Evaluation Data Source(s) 2: District Safety Committee Roster and minutes from meetings.

Summative Evaluation 2:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Develop a District Safety Committee comprised of district stake holders and emergency responders as required by SB 11.	Chief of Police	Maintain committee roster in the District Emergency Operation Plan; meet at least 3 times per year			
2) Develop and refine procedures for small and large scale emergencies	Chief of Police	Procedures documented in EOP			
3) The District Safety Committee will review findings from the HCDE school safety audits.	Chief of Police, Director of Safety and Security, Safety and Risk Manager	Address areas of need as a result of campus safety audits			
4) Develop new partnerships or streamline existing partnerships with community and county emergency organizations to ensure inter-agency cooperation in the event of a large-scale emergency.	Chief of Police	Regularly meet with partners; procedures documented in EOP			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 3: Develop District and Campus Emergency Operations Procedures that comply with SB 11, and include Standard Operating Procedures for all campuses and departments.

Evaluation Data Source(s) 3: District and campus emergency operation procedures documents for each campus.

Summative Evaluation 3:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.	Chief of Police, Safety and Risk Manager	All campus EOPs turned in and filed by September 1st.			
2) Update campus EOPs annually and train staff at the start of each school year.	Principals, safety officers, campus safety committees	Campus procedures maintained in campus EOPs; staff training documents maintained; EOPs submitted by September 1st.			
3) Collect and verify that each campus has developed and submitted Campus EOPs.	Director of Safety and Security	100% of campus EOPs are filed and reviewed			
4) Develop, train, and communicate District-level Emergency Operations Procedures and annexes.	Chief of Police	Standard operating procedures will allow individuals to function effectively during emergency situations			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 4: Refine procedures for reunification and communication during significant emergency events that require relocation and/or trauma support.

Evaluation Data Source(s) 4: Raptor pilot implementation results, reunification procedures booklets and instructions, and contract with Black Swan.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Develop reunification procedures that align with best practices as outlined by the Texas School Safety Center and the I Love You Guys Foundation.	Director of Athletics	Written reunification procedures and assignments for departments such as Technology, Transportation, Food Services, etc. Communications Department updated crisis communications plan and templates for major and minor crisis situations			
Funding Sources: 289 - Title IV, Part A - 0.00					
2) Conduct reunification drill during the fall semester and complete an "after action review."	Director of Athletics	Refine reunification drill procedures if needed.			
3) Use Raptor Technologies to facilitate the reunification process.	Director of Athletics	Conduct reunification drill to pilot and test feasibility of the Raptor system.			
4) Contract with Black Swan Emergency Management to support emergency response efforts.	Associate Superintendent for Community Relations	Approved contract; written procedures established			
5) Update and refine SBISD Crisis Communications plan, to include Black Swan and an expanded database of crisis communications templates	Director for Communications	SBISD Crisis Communications Plan			
<div>  = Accomplished  = No Progress  = Discontinue </div>					




Goal 5: PARTNERSHIPS. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

Performance Objective 1: Implement the SBISD Family Education, Engagement and Empowerment (E3) Framework.

Evaluation Data Source(s) 1: 1. Campus Improvement Plans 2. Parent U Events 3. Professional Development Offerings 4. Updated PIQE Curriculum 5. Translation and Interpretation Data 6. Panorama Surveys 7. SCOPE Survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Develop and Implement Branding and Communications Plan for Family E3	Assoc. Superintendent for Community Relations	Family E3 Marketing Materials, Communications Plan			
2) Implement SBISD Translation Policy	Assoc. Superintendent for Community Relations	Translation and Interpretation Equipment Check out Logs/ Translations/ Parent Communication			
3) Increase Educator Capacity to Support Family E3 implementation at the campus and district levels	Assoc. Superintendent for Community Relations	Professional Development Opportunities			
4) Embed Share a Smile Customer Service Framework within Family E3	Assoc. Superintendent for Community Relations	Customer Service Conferences, E3 Commitments in offices across district, SCOPE Survey Results			
5) Conduct Feedback and Listening Sessions to understand and develop E3 strategic response to family needs and expand Panorama response rates	Assoc. Superintendent for Community Relations	Listening Session sign in sheets, evaluations and evidence of feedback shared			
6) Provide Parent U events to grow and develop parent capacity to support their children's academic and social and emotional development	Assoc. Superintendent for Community Relations	Parent U attendance and evaluation data			
7) Implement Latino Family Literacy Project and Technology Academies	Assoc. Superintendent for Community Relations	Attendance and evaluation data			




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
8) Develop and launch Family Literacy Program and related materials targeting parents/guardians of primary grades and plan for implementation	Assoc. Superintendent for Community Relations	18-month Plan Reading with Your Child Resources developed and disseminated			
9) Develop implementation plan for FLIP Family literacy initiative	Coordinator for Strategic Partnerships and Volunteer Programs	FLIP Model branded for SBISD and implemented at one or more SBISD elementary campuses			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

Goal 5: PARTNERSHIPS. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

Performance Objective 2: SPECIAL EDUCATION: By May, 2020, the Special Education Department will offer at least 5 opportunities for parents of students in Special Education to be involved in family engagement activities with the Special Education Department

Evaluation Data Source(s) 2: Attendance, feedback of staff and families

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) SPECIAL EDUCATION: Provide Parent U session to meet the needs of parents with diverse child needs.	Director of Special Education	Increase engagement and satisfaction of parents, Family E3 Marketing Materials			
2) SPECIAL EDUCATION: Provide a minimum of two opportunities for parents to attend a meeting with the Special Education Department to discuss recent issues in Special Education.	Director of Special Education	Increase engagement and satisfaction of parents			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

Goal 5: PARTNERSHIPS. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

Performance Objective 3: Refine strategy for partnership engagement, monitoring and networking to increase the number of Good Neighbors and meet at least 75% of campus needs identified in annual campus needs collection process.

Evaluation Data Source(s) 3: 1. Class of 2020 Good Neighbor size and strategic activities, 2. Number type and impact of new partnerships

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Develop new model of partner convenings to update/refine Partners in Education and Volunteer Advisory Board model	Coordinator for Strategic Partnerships and Volunteers	New Model Developed and Presented to PIE and VAB for approval			
2) Establish 18-month cycle for partnership convenings	Coordinator for Strategic Partnerships and Volunteers	Calendar Developed, Convenings Held, Evaluations Received			
3) Expand campus-based partnership convenings	Coordinator for Strategic Partnerships and Volunteers	Trainings held, Convenings Held			
4) Establish a Key Communicator Framework and Membership Model	Coordinator for Strategic Partnerships and Volunteers, Communications Director	Framework Developed and Implemented			
5) Update Good Neighbor Brand, Marketing Strategy and Communications Plan	Coordinator for Strategic Partnerships and Volunteers	Good Neighbors			
6) Establish Good Neighbor Advisory Council	Coordinator for Strategic Partnerships and Volunteers	Good Neighbor Advisory Council Framework Developed, Meetings Held			
7) Conduct Campus interviews to develop campus needs database and responsive partnership outreach plan	Coordinator for Strategic Partnerships and Volunteers	Meeting schedule, database developed, needs monitored and met			




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<div><div><div></div><div>100%</div></div><div>= Accomplished</div><div><div></div><div>0%</div></div><div>= No Progress</div><div><div></div></div><div>= Discontinue</div></div>					

Goal 5: PARTNERSHIPS. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

Performance Objective 4: Expand community partnerships to support the district's literacy initiative.

Evaluation Data Source(s) 4: Number and Type of new partnerships, student reading data

Summative Evaluation 4:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Expand programming in partnership with the Barbara Bush Houston Literacy Foundation	Coordinator for Strategic Partnerships and Volunteers	Reading RoundUp Implemented at 3 or more SBISD Schools.			
2) Develop partnership with the Houston Public Library	Coordinator for Strategic Partnerships and Volunteers	MOU developed, evidence of new programs implemented, student reading data			
3) Investigate opportunities for Learning Together Peer Reading Programs to be re-introduced in SBISD to support struggling readers	Coordinator for Strategic Partnerships and Volunteers				
<div>  = Accomplished  = No Progress  = Discontinue </div>					

Goal 5: PARTNERSHIPS. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

Performance Objective 5: Board of Trustees Community Leadership Development Program Implemented by January 2020 with full membership roster of 28.

Evaluation Data Source(s) 5: 1. Program Developed and implemented 2. Roster of Cohort I Membership 3. Monthly Program Agendas and Evaluations

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Develop Program Model for new Board of Trustees-led Community Leadership Development Program including Guiding Principles, Calendar and Communications Plan	Assoc. Superintendent for Community Relations	Board Approval of Guiding Principals, Calendar and Communications Plan			
2) Implement Communications and Marketing Plan to promote Program applications, and conduct membership lottery by middle school feeder pattern	Assoc. Superintendent for Community Relations	Number of Applications, Board Approval of Roster			
3) Plan and Implement Program Sessions for Spring 2020	Assoc. Superintendent for Community Relations	Meetings agendas and evaluations			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 1: Recruitment FINISH WORDING




Evaluation Data Source(s) 1: Talent data on applicants, turnover, recruitment, professional learning, mentoring and onboarding evaluations

Summative Evaluation 1:

Targeted or ESF High Priority

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Recruitment efforts designed to attract a diverse instructional and non-instructional staff by building university, ACP and business partnerships.	Associate Superintendent of Administration & Talent; Executive Director Directors of Talent & Support Services Talent & Personalized Learning Team (PPL)	Improvements in time processing and hiring candidates to fill vacancies. Conduct, review and set competitive compensation based on 2019-20 compensation study.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
2) Attend job fairs, participating in panel discussions and by researching, advertising and marketing SBISD through multiple venues to attract quality candidates.	Associate Superintendent of Administration & Talent; Executive Director Directors of Talent & Support Services Talent & Personalized Learning Team (PPL)				
3) Design and market clear career pathways and opportunities based on competencies.	Associate Superintendent of Administration & Talent; Executive Director Directors of Talent & Support Services Talent & Personalized Learning Team (PPL)				
4) Provide competitive compensation and benefits to attract staff.	Associate Superintendent of Administration & Talent; Executive Director Directors of Talent & Support Services				
 = Accomplished  = No Progress  = Discontinue					




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

Performance Objective 2: Develop FINISH WORDING

Evaluation Data Source(s) 2: Professional learning data and surveys

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Development of staff by designing and offering high-quality and personalized professional development.	Associate Superintendent of Administration & Talent; Executive Director Directors of Talent & Support Services Talent & PPL Team	Data that reflects employees increased participation, satisfaction and requests for on-going personalized professional learning.			
2) MULTILINGUAL: Provide on-site instructional coaching and curriculum support for teachers of newcomer students in grades 6-12	Director of Multilingual Services	Increase capacity of teachers who serve newcomer students			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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




Performance Objective 3: Retention FINISH WORDING

Evaluation Data Source(s) 3: Talent data and surveys

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Focus retention efforts on supporting instructional and non-instructional staff through job-embedded experienced-aligned with competency maps.	Associate Superintendent of Administration & Talent; Executive Director; Directors of Talent & Support Services, Talent & PPL Team	New Teacher Academy, Mentoring program, OC-TX, Job-embedded AP development program, Best Practices Series for Leaders continues.			
2) Provide flexible staffing to campus leaders.	Associate Superintendent of Administration & Talent; Executive Director Directors of Talent & Support Services, Talent & PPL Team	[insert]			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
3) Rebuild the mentoring program for teachers by providing quality professional learning, observation time and coaching.	Associate Superintendent of Administration & Talent; Executive Director; Directors of Talent & Support Services, Talent & PPL Team	[insert]			
4) Strengthen our administrators' understanding and ability to provide meaningful coaching and feedback for employees to improve retention. (check verb opener)	Associate Superintendent of Administration & Talent; Executive Director Directors of Talent & Support Services, Talent & PPL Team	insert			
5) READING/ELA (K-5): Support teachers in their implementation of Units of Study by providing Literacy Instructional Specialists to deliver on-site coaching	Director of Humanities K-5	Increase retention of elementary ELA teachers			
6) SCIENCE: Grow teacher leadership and science content knowledge through Elementary Science Institute and Secondary Science Lead Teacher Cohort.	Director of Science	Increase retention of science teachers.			
7) MULTILINGUAL: Support teachers who seek ESL certification by providing study sessions in preparation for state certification exam	Director of Multilingual	Increase the number of teachers completing ESL certification exam			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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




Performance Objective 4: Onboarding FINISH WORDING.

Evaluation Data Source(s) 4: Talent data and surveys

Summative Evaluation 4:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Onboarding process to increase employee engagement through beginning and mid-year district hire orientation.	Associate Superintendent of Administration & Talent; Executive Director Directors of Talent & Support Services Talent & PPL Team	Surveys, talent and professional learning data.			
2) Provide job-embedded experiences through campus/department engagement.	Associate Superintendent of Administration & Talent; Executive Director Directors of Talent & Support Services Talent & Personalized Learning Team (PPL)				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
3) Provide job-embedded experiences through an understanding of performance management through competency maps.	Associate Superintendent of Administration & Talent; Executive Director Directors of Talent & Support Services Talent & Personalized Learning Team (PPL)				
4) Provide job-embedded experiences through participation in district initiatives and events.	Associate Superintendent of Administration & Talent; Executive Director; Directors of Talent & Support Services Talent & Personalized Learning Team (PPL)	insert			
<div>  = Accomplished  = No Progress  = Discontinue </div>					




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

Performance Objective 5: Instructional Leadership Development: Increase opportunities for high quality training, mentoring, and leadership.

Evaluation Data Source(s) 5: Number of internal applicants selected for leadership positions.

Summative Evaluation 5:

TEA Priorities: 1. Recruit, support, retain teachers and principals.




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide professional development on instructional leadership and creating strong Professional Learning Communities at principal and AP meetings, Leadership U, and summer conferences.	Associate Superintendents for Academics and Administration	Increase the number of internal applicants selected for leadership positions.			
2) Convene a Leadership Development Continuum Committee to design a multi-year plan to grow-our-own administrators.	Associate Superintendents for Academics and Administration	Create an aspiring principal timeline of experiences			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 6: Establish new baseline for expectations of organizational culture based on SBISD Core Values and expand core values presence and artifacts across the system.

Evaluation Data Source(s) 6: 1. Personality Insights "Puzzles" on desks of all district leaders. 2. Training Sessions Held 3. Culture Expectations Articulated

Summative Evaluation 6:




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

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

Performance Objective 7: Expand XTRA CREDIT Partnerships and both XTRA CREDIT and XTRAXTRA CREDIT employee perks offerings

Evaluation Data Source(s) 7: Xtra Credit Offerings

Summative Evaluation 7:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Develop and Implement Xtra Credit Marketing Plan	Coordinator for Strategic Partnerships and Volunteer Programs	Number and quality of Xtra Credit offerings			
2) Expand Employee awareness of Xtra Credit and XtraXtra Credit offerings	Coordinator for Strategic Partnerships and Volunteer Programs	Number and quality of XtraCredit offerings			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 1: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Source(s) 1: FIRST Report, Annual Audit

Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Maintain an "A" superior rating in Financial integrity Rating System of Texas	CFO & Controller	School FIRST Rating - Aug 2021 and Annual Audit.			
2) Continue to maintain an unmodified opinion for the district's annual external audit report.	Director of Accounting Controller	Clean Opinion on annual audit			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 2: Effective and efficient operations implementation of Technology Bond Project.

Evaluation Data Source(s) 2:

Summative Evaluation 2:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Student Device Lifecycle	Manager of Bond Technology Bond Projects Director of Customer Services	Number and % of secondary students deployed a district device. Number of devices deployed to elementary schools. Number and % of schools completing Digital Expansion.			
2) Adult Device Lifecycle	Manager of Bond Technology Bond Projects Director of Customer Services	Number of devices deployed to employees. Number of devices surpluses.			
3) Safety & Security Upgrades	Technology Directors Manager of Bond Technology Bond Projects	% of schools with completed common space Wi-Fi assessment. On time/on- budget implementation of spam filter Number & % of schools with upgraded cabling. Number & % of schools with new time clocks. On time/on- budget upgrade of VoIP Phone System.			
4) Network & Infrastructure Lifecycle	Technology Directors Manager of Bond Technology Bond Projects	Number & % of schools with new UPS. Number & % of servers <5 years old. Number & % of switches <5 years old.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 3: Efficient and effective operations and IT systems.

Evaluation Data Source(s) 3:

Summative Evaluation 3:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Tech services will meet 95% or greater of technology service ticket SLAs and have a satisfaction rating of 4.5 or greater on a 5-point scale.	Technology Directors	95% of tickets resolved within designated SLAs 4.5 or greater satisfaction rating			
2) Safety & Security operations	Technology Directors	* Develop districtwide cybersecurity professional development			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 4: Effectively manage bond program finances.

Evaluation Data Source(s) 4: Bond Transcripts, Rating reports, Post issuance compliance worksheets, FIP reports

Summative Evaluation 4:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Structure bond sales in order to minimize scheduled P & I payments and True interest cost - TIC	CFO & Controller	Bond Sales according to established timeline and projected bond progress.			
2) Maintain underlying unenhanced bond ratings of AA by S & P and Aa1 by Moody's.	CFO & Controller	S & P - AA rating and Moody's Aa1 ratings.			
3) Meet all post issuance compliance & continuing disclosure requirements.	CFO & Controller	S & P - AA rating and Moody's Aa1 ratings. Post issuance compliance worksheets.			
4) Provide timely funding & effective financial reports for capital expenditure projects to facilitate timely completion of projects.	CFO & Controller	FIP Report.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

Performance Objective 5: Develop and monitor annual operating budgets that support T-2-4 initiatives.

Evaluation Data Source(s) 5: Budget Status Reports, Original Budget, & Final Amended Budget

Summative Evaluation 5:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Budget development based on Board of Trustee's Goals.	CFO, Controller & Budget Accountant	Adoption of the fiscal budget to meet the Board of Trustee's Goals.			
2) Align Modified Zero Based Budgeting presentations to T-2-4 needs with budget request and enrollment.	CFO, Controller & Budget Accountant	Adoption of fiscal budget to meet instructional needs.			
3) Monitor revenue & expenditures by preparing the monthly Budget Status Report.	CFO, Controller & Budget Accountant	Approval of the Budget Status Report by the Board of Trustees.			
4) Monitor PEIMS student data to ensure the District is maximizing state funding.	CFO, Controller, Budget Accountant & Finance & Business Analyst	Summary of Finance Report - TEA.			
5) Monitor state legislature to anticipate funding concerns.	CFO, Controller & Budget Accountant	Adjusting budget to align with legislation,			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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

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

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide timely, accurate information regarding district operations for internal and external stakeholders	Communications Director	Communications Plan, SCOPE Survey, Website Content, State of Schools			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

District Improvement Team (DIT)

Committee Role	Name	Position
Classroom Teacher	Tamesha Bullock	PK / Elementary Edgewood Elementary
Classroom Teacher	Jennifer Thorpe	Middle/High Northbrook High
Classroom Teacher	Leslie Marquez	Teaching At-large (PK-12) Lion Lane
Classroom Teacher	Angelica Oprea	Bilingual/ESL (PK-12) Northbrook High
Classroom Teacher	Charlotte Fisher	Special Ed (PK-12) Terrace Elementary
Classroom Teacher	Meg Marguire	PK / Elementary Hunters Creek Elementary
Classroom Teacher	John Kenna	Middle/High Spring Branch Middle
Classroom Teacher	Michelle Marcil	Teaching At-large (PK-12) Memorial High
Classroom Teacher	Ivonne Davis	Gifted & Talented (PK-12) Woodview Elementary
Classroom Teacher	Mary Hand	PK / Elementary Shadow Branch Elementary
Classroom Teacher	Crystal Fain	Middle/High Stratford High
Classroom Teacher	Betty Smith	Foreign Language (PK-12) Spring Woods High
Classroom Teacher	Christian Rice	Teaching At-large (PK-12) Spring Oaks Middle
Classroom Teacher	Paula Baker	Health Fitness (PK-12) Wilchester Elementary
Non-classroom Professional	Carrie Campbell-Bishop	Non-teaching At-large (PK-12) Stratford High
Parent	Shaundra Jacobs	Ridgecrest Elementary
Parent	Barbara Kennedy	Westchester Academy of International Studies
Parent	Jim Bailey	Westchester Academy of International Studies
Parent	Melanie Bash	Bunker Hill Elementary
Parent	Molly Ferguson	Spring Branch Middle School
Parent	Tammy Hampton	Memorial High School
Parent	Yvette Harris-Frank	Thornwood Elementary

Committee Role	Name	Position
Parent	Clifford Nickel	Spring Forest Middle School
Parent	Benjamin Leung	Stratford High School
Student	Abby Sparks	Westchester Academy of International Studies
Student	Tania Moreira	Northbrook High School
Student	Rahil Jagetia	Memorial High School
Student	Pagiel (PJ) Badillo	Academy of Choice
Student	Cassidy Donalson	Spring Woods High School
Student	Dan Tatulescu	Stratford High School
Business Representative	John Pisklak	Business Representative
Business Representative	Kim Lemex	Business Representative
Community Representative	Tamma Howell	Community Representative
Community Representative	Noel Lezama	Community Representative
Community Representative	Bibbin Gill	Community Representative
Parent	Holly Sanders	Parent (GT)
Administrator	Michelle Garcia	Principal Ridgecrest Elementary
Board of Trustee Liaison	Chris Gonzalez	Board of Trustee Liaison
Board of Trustee Liaison	Karen Peck	Board of Trustee Liaison (Back-up)
District-level Professional	Jennifer Blaine	Superintendent of Schools
District-level Professional	Kristin Craft	Associate Superintendent for Academics

District Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Title 1 campus allocations		\$6,292,645.00
2	2	4	Supplemental PreK Teacher Assistants		\$1,278,696.00
2	2	10	Summer School Staff and Resources		\$250,000.00
3	1	3	CIS		\$2,055,278.00
3	1	10	Summer School Tuition, Summer Reading Program, School of Origin Transportation		\$150,000.00
Sub-Total					\$10,026,619.00
Budgeted Fund Source Amount					\$10,054,442.00
+/- Difference					\$27,823.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,182,085.00
+/- Difference					\$1,182,085.00
263 - Title III, Part A LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,099,770.00
+/- Difference					\$1,099,770.00

289 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	supplies and materials		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$744,412.00
+/- Difference					\$744,412.00
289.RES19 - Restart Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	All in Learning district wide access		\$90,000.00
2	1	4	On-site professional development: All in Learning		\$25,000.00
2	2	2	Contracted Services Andrea Ogonosky		\$15,000.00
2	6	2	College Board PreAP pilot		\$52,000.00
3	1	10	School of Origin Transportation		\$300,000.00
Sub-Total					\$482,000.00
Budgeted Fund Source Amount					\$800,000.00
+/- Difference					\$318,000.00
206 TEH20 McKinney Vento Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	10	Summer Camp, Student Support Personnel		\$87,588.00
Sub-Total					\$87,588.00
Budgeted Fund Source Amount					\$87,588.00
+/- Difference					\$0
289 THHYG - Texas Homeless Youth Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	10	School Supplies; Homeless Identification Training		\$56,987.00
Sub-Total					\$56,987.00
Budgeted Fund Source Amount					\$56,987.00

289 THHYG - Texas Homeless Youth Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0
				Grand Total	\$10,653,194.00

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying may not be subject to disciplinary action.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student's educational opportunities; or

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

- b. Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

I WONDER

Where resources are going to come from to meet this goal.

How will we follow up with students to make sure they enroll.

financial assistance - need supports in place for when FAFSA or other finances do not come through for school.

How we can educate and involve parents. The low income % is the highest % and those are parents who do not support their children going to college.

What can we incorporate at the lower level to start this college bound process.

- Start preparing students regarding their options in middle school for high school. ($\frac{1}{2}$ elem for middle)
- How are students to know these opportunities available for job shadowing, etc.
 - For college path $\frac{1}{2}$ vocational work

- CTE FOCUS IS GREAT, SO MANY TRADES ARE LACKING.
- JOB SHADOWING WOULD BE GREAT, COLLEGES DO NOT ADEQUATELY PAINT A PICTURE OF WHAT A CAREER ENTAILS.
- TOURS OF LOCAL COLLEGES TO SEE WHAT CLASSES ARE REALLY LIKE
- TOURS OF COMPANIES TO SEE WHAT A JOB IS REALLY LIKE.
- SUMMER OPPORTUNITIES FOR INTERNSHIPS

Hold mini job / internship fairs at high schools for juniors / seniors to expose them to the variety of careers out there. If possible, hold specific job / internships on certain areas (law, engineering, civil service, etc.) on different days. Furthermore, provide counseling with students with internships to design schedule to complement internship.

Help kids with college apps.

It is a scary thing, so we need all the help we can get.

Some parent are not very hands on when ~~the kids~~ their kids are applying.

In the past less than 50% continue onto college.

Find career paths. Follow interests.

Have a plan! Push students for Guthrie.

Increase graduation

- I noticed T-2-4 was included tonight. It's one of the best programs for students. !!!

- Students understand own data (academic) & career choices
-

- Long term follow up once kids graduate - maybe start w/ college

Need more resources
to follow up once
students are in
college

1 notice

PO#1
S1 SAT

1 wonder

ACT?

S2 How many
cert avail?

PSOARS
open to
all.

How to complete
PO#2?

* communicate
programs available!

I notice...

- CST Seminars ...
- PSOan ! :)
- District Partnerships

→ Career Exploration +
Job Shadowing

I wonder...

- We need more things like this in the Title H.S.
- more advertisers + more partnerships for more students
- Title H.S. need to be the priority

Goal #1

(prep)

I wonder if a T-2-4 study skills class would that increase enrollment to 73%.

I wonder what's in place for students who are not citizens.

I noticed that there is more of a push @ schools such as Stratford & Meriden than at NBH & SWH.

Post Secondary enrollment: 73% of students enrolled
in a post secondary option

- CTE Programs of study increase the nr of students

Notice Goal #1
870 want lesson
for T-2-4 readiness

I wonder

1) Great strategy - how
are we going to
make it happen.

I wonder if SBISD can start giving ACT to students district wide.

Need to work on
~~school~~ student
connectedness

Getting Students involved
with groups (clubs - Band, Choir)
etc
for connection.

Wonder:

Goal 3 - Student support

I feel like our counselors are over-worked, Are we separating academic from emotional support in counselors?
The High school counselors have so many students!

Notice - - -

- Training of Counseling for ~~Random~~ data.
- Explore STEM careers for elementary students. ✓+
- more summer camps ✓
- Character Ed in Elem, Middle & High ✓+
- Mental Health Training

Wonder - - -

- more training for ~~PTA~~ ^{PTA} C's mental health ~~partner~~ support
- Kinder need to know how to analyze Circle
- Summer camps for socio emotional learning skills development would be great.
- Effective PD needed on the Character Ed
- - more M.H. training than just safe schools

1 notice

PO#1 Panorama
S1 ~~is~~ is only
metric

PO#2
S2 yay Guthrie
visits!

1 wonder

Please something
else?!

HS do not
complete Sincerely

PO#1
train teachers
too!

I noticed the push for helping students try to figure out what they want their future to look like.

I also noticed the push for mental wellness which I think is needed!

- I THINK MORE FOCUS ON MENTAL HEALTH IS VERY IMPORTANT.
PERHAPS BRINGING IN OUTSIDE EXPERTS TO SPEAK TO SCHOOLS.
- I KNOW VARIOUS PEOPLE THAT HAVE LEFT SBISO DUE TO FEELING THEIR RESPONSE TO DYSLLEXIA WAS INSUFFICIENT.
- CONSIDER MAKING TUTORS AVAILABLE FOR EVERYONE (PAID)

Obj 1, #7: How will ^{individual} Campuses expand opportunities for
Elem. STEM careers/exposure?

Please continue working on bettering classroom
behavior issues that appear to have increased

The ideas are good, but how will we achieve these ^{Goal 3} goals?

• Objective 1, Strategy 7: Rather than just hold occasional events, begin holding activities in class, bring in speakers, hold demonstrations

Goal 3

③ I noticed connectness in the counseling →
from school counselors & CIS, CYS & families =
that's great

- Safe schools → I noticed it's not just
shootings & violence. It's connected to
flooding, transportation, etc.

④ I really wondered what those procedures are?
when it's related to safety.

- I noticed how complicated it is ?? →
the reunification & communication when
there is an emergency.

• Slow improvement - 2 points increase

• Like summer

• we have dyslexia tide in but not EL? / ?

Should there be a performance objective
for LEP?

Dyslexia + LEP students - together?

Noticing

I am wondering-

P.O. 7:

Strategy 1) SpringBoard
mentoring program

- sands great - need
to coordinate w/

class instruction to

double dip NOT pull out
to miss classroom instruction

Goal 3

#2

How are we going to increase team expertise w/ SE students

#3

How can you improve behavior for BIP SE student

#4

HOW can we entice Non SE to interact with SE

How would I allow a Non SE
Student in a Camera/audio tap

I notice ...

- Update to Crisis Communication Plan ✓
- Standard response protocol training

I wonder...

- Communication between all outside safety entities so that expectations are the same.
- Safety updates in the front office of campuses are needed
- Support in what to cover in all the committees we need to have

Wonder

- Do the PK camps have a Safety Committee

How often is the district Audit?

I notice that everything is being taken into account.

Why not focus on bullying?

How will safety be taken into account?

Most violence stems from someone snapping. How can we prevent this?

Are all of the adults trustworthy?

IS students all learn the same school shooter drill, won't a student school shooter know where everyone is?

Under - Buildings that have
multiple outside buildings
connected with them.

How to keep them safe?

write out ~ S&H (Senate Bill)

Safety commissions should really analyze student health risks, particularly vaping (which has become a big issue in secondary schools).

If possible, implement measures that are non-intrusive, such as ~~stairways~~ detectors and have monitors which keep track of how many people frequent bathrooms at different times.

#5 Partnerships:

- Noticed the school community is empowered
⇒ love the connectedness of the community.
- Noticed Special Ed has new opportunities for
to be involved parents
- Inclusion of families by having translators
for several languages.

We've noticed that the Director of the program, Mr. Randolph Adams, is doing a great job

• I hope that the reunification plan includes specific info about ~~the~~ Bendwood GT students, as they are not ^{plan for} at their home campus.

• I wonder how playground safety will be addressed (if this is the right area). Prompt fixing unsafe equipment and replacing safe playscape not just removing.

- SAFETY COMMITTEES ON CAMPUUS IS GREAT
- FLOOD PROCEDURE (KIDS ARE AT SCHOOL DURING FLOOD EVENT)
- COMMUNICATIONS ARE SOMETIMES DELAYED

I wonder what the draw in for parents of Sped children would be to get them to participate.

- How are parents informed about topics?
- What is the set up?
- How ~~at~~ is the parent input used?

Obj. 1, Strategy 2: Engage more with families which do not speak English as well. Monitor participation and also provide activities for EL kids in various subjects to ensure connection with the community. For parents, provide multiple workshops.

What is the E3 Framework? Focus on Families

Could we partner with more ~~university~~ programs for Special Needs children?

Research the HUB Houston

Shouldn't we incorporate the most spoken languages into the foreign language curriculum?

Tech. classes for parents

Wonder - Pushing Guthrie Center
more with some
type orientation to
develop more for High
School

Mentoring Program?
I.e. KEYS program — needs to be stronger
in Katy ISD does great job
partnerships can develop

A partnership within SBISD

Seniors Practice teach Student teach
then come

Back
Afterwards

VR

I notice...

- Share a smile
is embedded into E3
yay!
- Latino Family Literacy ☺
- Parent U focus ☺
- Literacy opportunities ☺
- Sped Addressed ☺
- Learning Together!!! Bring it
back,
please!
☺

I Wonder...

- How we can leverage local EBSP Small businesses especially in Title I areas.
- How can we include other cultures ~~for~~ like the Latino Project
- We need a very robust socio-emotional learning program for parents.
- How about more mentors??

notice

PO#4

very specific
entities

PO#1

no mechanism
for 'ambassadors'
or assigned language
~~or training~~ help
✱

wonder

PO#4

relationship
w/ Harris County
Library also.

or Little Free
libraries

or other
community
programs

- MAYBE CONSIDER DEVELOPING PARTNERSHIPS FOR NON-LATINO MINORITIES. THEY TEND TO REMAIN VERY MUCH ON PERIPHERAL OF SCHOOL.
- PARTNERSHIPS WITH THE ARTS?
- CONSIDER LIVE WEBCASTS OR OTHER LIVE SOCIAL MEDIA FEEDS OF PARENT U'S, ETC.

Index / Index!

- ④ Love smile Embedded
- ④ Latino family literacy project > other
- ④ family education. > Betsa / Letitia.
- ④ family ambassadors.
w/ different languages.

I like: the ~~best~~ parent/teacher conference training idea for teachers

I wonder: how will teachers and librarians be trained to roll-out Sora on their campuses? We lost access to Reading A-Z this year and our students desperately need access to e-books!

Love the connection with HPL
& SBISD.

Pique sounds fabulous

• I already noticed an increase in parent edu from campus and love it. I hope that stays! (esp. at the campus level) ex: Curriculum Night @ Meadowwood this year

• I wonder if the students can have in school training on how to utilize Houston Library system / books - during library time. ↑ ~~SOA~~ Training

next DT

HR update

- turnover

- retention

- recruitment

Goal 6:

I wonder does HR look into teachers who decide to leave the profession after teaching for 3 yrs.

I noticed that teachers tend to leave positions who have been changed every year

How can teachers without certificates, but still
teachers, start teaching while gaining.

Alt. Certification? Like KATP & HISD.

How do you hire a new teacher after the beginning of the school year if you find out that an increasing number of students enroll in your school and the number of students in the classroom exceeds 32.

TALENT

Notice

P.O 2) Strategy 1

- have the personalized
high-quality PPD

Wonder

Have all the
Strategies for Instructional
Leaders ~~use~~ increased
quality of candidates?
I love all these

I wonder what the current turnover rate is,

I WONDER

What coaching & support is available
for teachers of newcomer students?

Talent

• I wonder if "top" teachers can be utilized more to help refresh other teachers on their own campus and/or teach others strategies they use... can those teachers receive an incentive (\$) ~~to~~ to encourage

• How does the district plan to remove teachers who do not need to be retained? ~~not all teachers~~

TALENT

- LOOK AT HOW TO KEEP TEACHERS AT SCHOOLS THAT ARE HISTORICALLY HIGH PERFORMING.
- WHAT IS THE PROTOCOL FOR TEACHERS WHO DECIDE TO QUIT JUST BEFORE SCHOOL YEAR BEGINS?
- HOW DO YOU MOTIVATE TEACHERS AT HIGH PERFORMING SCHOOLS?
- HOW DO YOU GIVE INCENTIVE ~~TO~~ TO NOT GO TO PRIVATE SCHOOLS?
- IS THERE A TYPICAL MINIMUM TIME THAT YOU HOPE TO KEEP PRINCIPALS?

Add
Aspiring Leader
Program

Talent

When marketing or giving out information about SBISD, try to weave in objectives. For example, now, the goal is to improve literacy and math skills. Target people with better qualifications and education and, if possible, interview applicants to understand their goals and compatibility with the community.

For newcomer students, introduce them to opportunities and staff in order to ~~incorporate~~^{integrate} them into the educational community early on. For example, introduce them to clubs fostering student relationships and to Foreign Language teachers to whom they can turn to for conversation or help.

Talent

Talent Strategy:

- I wonder how many ^{NEW} teachers will remain next year?
- I wonder what the requirements are now to name a teacher "highly qualified"
- I noticed SBISD core values are practiced across the district.

What talents are focused on when going over applicants?

What is the percent of retention of new teachers?

Are teachers equipped to deal with students troubles?

How are teachers chosen?

Are teachers able to focus on their mental and physical health as much as the students?

What is XTRA XTRA CREDIT?

Focusing on low performing schools?

TALENT

Administrator give more
Appreciative awards to teachers

I wonder what our
data tells?

Retention DATA??

Trio Model within

Retain
HS
T's

highly Desireable HS.

Develop I+T Learning Course
Building

Talent

Evaluations should have some motivation behind them

* Levels of
Recognition

at campus

* Staff morale too

* Keep your people!

Talent

T-TESS → appraisers connect
more leadership positions
or roles or even
develop new programs

Wonder.

Mentor with Local University

TO get Education majors

TO observe & volunteer & work
in our schools.

Notice:

Objective #2

strategy #2 - I think this is
so important - love this
great way to take these kids up

Talent

I notice we need a grow-your-own
Teacher goal

Notice

PO#3

Strategy #3

So much yes.
nonexistent on
some HS campuses.

Talent

I wonder

PO#3 why so much
emphasis on
hierarchy?

PO#4 job embedded
exp? move
busy work?

goal 6

→ IS 6.7 really
under retention

I wonder where the data is?

Are there expectations to fill
all vacancies at high need
schools by a certain
date?

TAL GANT

HR | GOAL 6

6.2.1 = I wonder why it
is too general.

6.2 seems weak

I WONDER what else
is being done in this area

if we notice ... Talent I wonder...

Multilingual Coaching & support for new comers! :)

- Career Pathways - wonderful for teachers

- OC continues ... great!

- Glad to see continued P.D on RLC's

- Great ideas for the continued Learning Showers!

- We love extra credit!

- Onboarding is great!

However, we need it in K-5 too! Please! :)

→ We need a ^{full-time} Literacy Coach and/or an EL Coach in bilingual campuses

→ Can we bring someone from Solution Tree → ~~use~~ big names so teachers can hear.

→ Should be ~~for~~ also for existing principals

→ Mentor programs can be stronger ~~onboarding~~

- what is high quality (p 47) (6.2.1)

I noticed too general (HR)
not specific enough
w/ measure

Potential
Self modeling in action

Talent

1st (3 yrs) Data

seem open ended

- TECHNOLOGY IN SBISD HAS BEEN GREAT
- IDEAS FOR HOW THE DISTRICT WILL CONTINUE TO DEAL WITH STAFF BULLET SKEETALLS.

Require more classes in technology to increase technological literacy.
If the amount of technology offered increases for students, ~~that~~ it
should be made certain that kids are able to make the most use
of it.

- I wonder what parameters the state uses to determine where monies go?
- I noticed "Budget" is a very delicate issue by state \rightarrow allocations of \$ go to certain things.

Wonder:

Is 1-to-1 helping
student learning or
hurting it?

Wonder : Low income schools
having trouble getting devices
for all.

1 notice

1 wonder

PO
~~#3~~ SLA
= time period.
Yay!

about software
approval
time line
transparency

Of notice...

- Student + Adult Device Lifecycle ☺
- Safety + Security Updates ☺
- Monitoring of PETS data @ district level - ~~SAFE~~ ✓

I wonder...

- We need update of Activboards on campus 10 years +
- How can we get more Learning Apps on iPads...
- With all the online tests, PANORAMA, MAP, TELPAS, we need computers that better than the ASERS/Chromebooks.

(7)

I wonder why Comms is with fiscal management?...

I wonder why the order?...

~~I~~ I think that operational responsibility is ~~more~~ too
inclusive -- and would be everything non academic...

Obj. 5 → should zero-based budgeting also align
to Superintendent priorities?