

SOUTHWEST INDEPENDENT SCHOOL DISTRICT



District Improvement Plan 2018-2019

**Southwest Independent School District
Board Members**

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2016-2021 Strategic Plan Goals and Strategic Actions

SWISD will provide a comprehensive framework of learning that is engaging, flexible, rigorous, supportive, and relevant to college/career readiness for all students.	1.1 Establish Pre K-12 systems that assure every student is prepared to arrive and thrive in a college and/or career with a focus on literacy. [2017-2018]
	1.2 Provide opportunities for self-exploration of career possibilities connected to education or training requirements, so students make informed decisions about achieving their future visions. [2017-2018]
	1.3 Engage students to independently create personal learning paths using a variety of technology and pedagogy. [2017-2018]
	1.4 Implement a new principal and teacher appraisal system that incorporates practices focusing on planning, instruction, learning environment, progress monitoring, and goal-setting. [2017-2018]
	1.5 Create multi-faceted learning experiences focused on developing/honing students' 21st Century Skills & their ability to grow into global citizens. [2017-2018]
	1.6 Provide rigorous learning experiences for authentic, complex problem-solving that require the application of deep and broad thinking skills, nurturing and refining students' abilities to assume their roles as global citizens. [2018-2019]
SWISD will foster an environment in which social and emotional support is a priority for all.	2.1 Create a "we" culture that fosters involvement and social interaction across all stakeholders throughout the community with a focus on anti-bullying and anti- harassment. [2016-2017]
	2.2 Establish school norms that value a safe and positive social environment. [2017-2018]
	2.3 Provide school experiences that empower individuals to develop leadership and ownership of personal success. [2018-2019]
	2.4 Provide targeted social experience to groups with specific programs. [2019-2020]
SWISD will consistently utilize timely, multifaceted communication that reaches all members of our SWISD community.	3.1 Provide guidelines to establish communication protocols district-wide. [2017-2018]
	3.2 Diversify the distribution of information to the community through numerous platforms of communication. [2017-2018]
	3.3 Inform the community about and promote the District's advances in a positive light, creating a sense of pride in the community. [2017-2018]
SWISD will create a safe, nurturing and engaging environment where all learners succeed.	4.1 Ensure a quality learning environment for all. [2017-2018]
	4.2 Establish a classroom culture/climate in which all individuals are valued, appreciated and celebrated. [2017-2018]
	4.3 Incorporate and expand meaningful family and community engagement as a key component to successful learning. [2018-2019]
SWISD will capitalize on the strengths, resources, and abilities of our diverse community to support students in becoming successful, global citizens.	5.1 Establish a Parent/ Community Engagement Committee to create and implement a joint vision of parental engagement activities that will identify and utilize school / community resources to increase a family and community presence. [2017-2018]
	5.2 Provide engaging opportunities for parental involvement through collaboration between district and community partners. [2017-2018]
	5.3 Create a survey/evaluation at the campus and district levels. [2018-2019]
	5.4 Review and assess evaluation and implement CIP part of targeted on-going successful and consistent engagement opportunities for parent and community members at the campus and district level. [2018-2019]
SWISD will provide relevant professional development to meet the needs of all learners in a timely manner.	6.1 Establish and monitor the expectations of district staff development for utilization and implementation. [2016-2017]
	6.2 Cultivate the expertise of teachers to provide an effective mentoring model and ensure the growth of the learner through collaboration. [2017-2018]
	6.3 Build the capacity of leadership in curriculum and instruction. [2017-2018]
	6.4 Provide data-driven, research-based, goal-focused staff development targeted for specific learners. [2017-2018]
	6.5 Provide staff development targeting individual goals based on collaboration with the learner. [2017-2018]
	6.6 Utilize a variety of training methods or modalities centered around the objectives of the individual's training and learning style needs. [2018-2019]

Southwest Independent School District 2017-2018 District Academic Improvement Council

Chairperson: Jo Ann Fey, Ed. D.

Elementary Teachers

Erica Gonzalez, SWE
Monica Anzaldua, SVE
Sandra Gorena, ICE
Allison Vidales, BHE
Tina Castro, SHE
Daisy De La Cruz, HCE
Kelsey Krueger, BCE
Tracie Meskel, KRE
Amber Aguayo, SPE
Thelma Cuellar, MCE

Non-Teaching Staff

Bron Morgan, ECE
Librarian

Jennifer Ellison
Executive Director, Secondary

Dalila Garcia-Castro
Executive Director, Elementary

LLoyd Verstuylft, Ed. D.
Superintendent of Schools

Secondary Teachers

Danielle Vasquez, MCN
Denisse Hernandez, MCA
Sarah Flores-Valdez, SCO
Aracely Soto, RES
Felicia Gates, SWHS
Amanda Balarin, LHS
Benjamin Trevino, SWA
Ronald Carpenter, SCRC

Parents/Community

Norma Diaz

Kelley Griffin

DAIC Meeting Schedule: 4:30-5:30

January 16: Public Hearing

February 5

May 21

Comprehensive Needs Assessment **SCHOOL YEAR 2017-2018 (to be completed by Aug 18)**

Demographics

As reported on the 2016-2017 Texas Academic Performance Reports (TAPR) the total enrollment for the district is 13,860 students with a total staff of 1,806.8, consisting of 893.9 teachers, 184.7 professional support staff, 46.3 campus administrators, and 109 educational aides. The student population includes: African American (2.5%), Hispanic (91.2%), White (5.0%), Asian (.3%), two or more races (.9%), Economically Disadvantaged (81.6%), English Language Learners (ELL) (16.6%), and At-risk(65.5%). As reported by the 2016-2017 TAPR, the 2015-2016 attendance rate includes African American (95.1%), Hispanic (94.7%), White (94.7%), Asian (95.1%), two or more races (95.2%), Economically Disadvantaged (94.7%), English Language Learners (96.3%), and Special Education (93.1%)

TAPR Accountability Rating

District and Campus ratings were provided for the 2016-2017 school year. District Accountability Rating for 2017 was Met Standard. All SWISD schools achieved a Met Standard rating for the 2016-2017; this is the second consecutive year SWISD has achieved this rating.

Summary of Needs

In a review of the academic achievement data reported on the TAPR; student groups that fall below the state identified targets is defined as a priority. Based on a review of priority areas SWISD will deploy research based practices to address areas of critical need. The District Improvement Plan delineates a variety of research based strategies that are used to address the priority focus areas.

Grade Levels PK-2

Rates of Retention

Non-Special Education Rates of Retention: Kinder (.2%) (1.8%), First (.6%) (3.8%), Second (.7%) (2.4%). All grade levels are way below the state.

Special Education Rates of Retention: Kinder (0.0%) (7.7%), First (4.5%) (6.8%), Second (1.6%) (3.1%). All grade levels are way below the state.

*Rate of Retention data based on Texas Academic Performance Report 2016-2017. (SWISD Retention Rates, Texas State Retention Rates)

Early Reading Inventory

A skill group with fewer than 80% scoring in Tier 1 and Tier 2 on iStation ISIP is identified as a priority. Based on a review of the May 2017 iStation data, improvements will be made in all areas:

*Kindergarten-

ISIP Reading: Overall Reading (76/51%), Vocabulary (67/45%), Phonemic Awareness (74/54%) Listening Comprehension (82/66%), Letter Knowledge (85/70%)

ISIP Espanol: Overall Reading (87/66%), Vocabulary (85/65%), Phonemic Awareness (74/61%) Listening Comprehension (88/71%)

*First grade-

ISIP Reading: Overall Reading (77/54%), Alphabetic Decoding (79/60%), Comprehension (68/48%), Spelling (71/50%), Vocabulary (74/56%)

ISIP Espanol: Overall Reading (84/66%), Vocabulary (79/65%), Phonemic Awareness (81/60%) Reading Comprehension (87/74%), Written Communication (91/75%)

*Second Grade-

ISIP Reading: Overall Reading (80/64%), Text Fluency (64/47%), Reading Comprehension (78/58%), Spelling (75/55%), Vocabulary (76/54%)

ISIP Espanol: Overall Reading (81/61%), Text Fluency (83/62%), Reading Comprehension (90/72%), Phonemic Awareness (77/60%), Written Communication (85/72%)

**Note: Numbers in parenthesis indicate overall Tier 1 and Tier 2/Tier 1 Total.*

Student Achievement: 2016-2017 Texas Performance Reporting System (STAAR Performance Results-Accountability Subset)

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
1.1	Advanced Academics 1: CCMR	INCREASE THE NUMBER OF STUDENTS WHO HAVE ACCESS TO HIGHER LEARNING who do not meet college readiness standards through partnerships with Region 20, ACCD and UTSA and providing opportunities for College Prep for Math and English	Increase the number of students who enroll in and successfully complete College Prep Math and/or English by 50%.	Director of Advanced Academics, CCR Coordinator, HS Academic Deans	Aug. 2018 - June 2019	L-HSA	\$3,750.00	
1.1	Advanced Academics 2: CCMR	ENSURE APPROPRIATE RIGOR FOR ADVANCED COURSES THROUGH ALIGNMENT WITH COLLEGE READINESS STANDARDS by collaborating with curriculum coordinators and vertical teaming among Advanced Placement, Dual Credit, On-Ramps, and Honor teachers	Implementation of training and learning will be monitored using District CAs and BEMS. For all honor and AP courses DCAs will show at least 5% campus growth on Master's level performance throughout 18-19 academic year and at least 10% campus growth on Master's level performance from previous 3 years of STAAR data. Implementation of training and learning will be monitored through walkthroughs using the strive checklist.	Director of Advanced Academics and CCR Coordinator	Aug. 2018 - June 2019	L-HSA	\$5,000.00	
1.3	Advanced Academics 3: CCMR	PROVIDE ADVANCED PLACEMENT OPPORTUNITIES FOR STUDENTS THROUGH INCREASED IDENTIFICATION by collecting and analyzing data for Advanced Placement Potential through school day PSAT/NMSQT (gr.8-11), school day SAT (gr.11), and school day ACT (gr.12)	Increase student success on Advanced Placement exams by 25%	Director of Advanced Academics, CCR Coordinator, Academic Deans	October 2018, March 2019	L-HSA	\$110,000.00	
1.3	Advanced Academics 4: CCMR	INCREASE THE OPPORTUNITIES FOR STUDENTS TO CONTINUE THEIR EDUCATION BEYOND HIGH SCHOOL by expanding the number of students who complete college applications, focusing on the Apply Texas application and scholarship applications such as the FAFSA through partnerships with Trinity University San Antonio Education Partnership and Cafe College.	85% of all Seniors will complete their FAFSA based on data from Diplomas P16 plus.	Director of Advanced Academics, CCR Coordinator, HS Academic Deans, Cafe College	Aug. 2018 - June 2019	L-HSA	\$20,000.00	
1.5	Advanced Academics 5: CCMR	INCREASE STUDENT PARTICIPATION AND SCORES ON NATIONALLY NORMED EXAMS through establishment of a comprehensive plan that includes alignment of preparations courses for these exams (PSAT, NMSQT, SAT, ACT, TSI, AP, etc) utilizing a variety of local and established programs	Increase student PSAT scores by 75 points from grades 10 to 11; Increase of at least 50 points from the fall PSAT to spring SAT for grade 11; Increase student success on AP exams by 25%; Increase the number of students taking TSI by 25%.	Director of Advanced Academics, CCR Coordinator, HS Academic Deans	January 2019 - June 2019	L-HSA	\$20,000.00	
1.6	Advanced Academics 6: CCMR	PROVIDE EXTENDED COLLEGE AND CAREER LEARNING OPPORTUNITIES through before/after school events, field trips, summer programs, -Up programs, etc.	50% of 8th graders will attend an extended learning opportunity on College & Career Readiness as documented by the performance measures in the Gear Up grant Guides System.	CCR Coordinator, Site-Based Gear Up Coordinators	August 2018 - June 2019	G-GU	\$10,000.00	
1.6	Advanced Academics 7: CCMR	INCREASE THE NUMBER OF STUDENTS TAKING ADVANCED PLACEMENT COURSES, ADVANCED PLACEMENT EXAMS, AND EARNING COLLEGE CREDITS through enhanced student support structures both during and outside the school day (tutorials, mock exams, test-prep sessions and materials, etc.)	Increase student success on Advanced Placement exams by 25% as evidenced by AP results.	Director of Advanced Academics, CCR Coordinator, HS Academic Deans	Aug. 2018 - June 2019	L-HSA	\$5,000.00	
1.6	Advanced Academics 8: CCMR	INCREASE THE NUMBER OF STUDENTS PARTICIPATING IN, COMPLETING, AND EARNING COLLEGE CREDIT by providing advisors to work with all potential and currently enrolled dual credit students. The advisor, in collaboration with the High School and College, will develop the dual credit course options available to students.	Increase the number of students earning college credit by 10% as evidenced by final grades. Advising services documented by campus sign-in sheets with students and parents.	Director of Advanced Academics, Coordinator of Guidance & Counseling	August 2018 - July 2019	L-HSA	\$40,000.00	
1.6	Advanced Academics 9: CCMR	PROVIDE OPPORTUNITIES FOR STUDENTS TO ACCESS COLLEGE LEVEL LEARNING through participation in advanced courses such as Dual Credit through ACCD and UT On Ramps. Including but not limited to resources/textbooks, transportation, tuition and fees	Increase the number of students earning college credit by 10% as evidenced by final grades. Advising services documented by campus sign-in sheets with students and parents.	Director of Advanced Academics, Coordinator of Guidance & Counseling	August 2018 - July 2019	L-HSA	\$20,000.00	
2.3	Advanced Academics 10: CCMR	CELEBRATE DISTRICT ADVANCED ACADEMIC STUDENT ACCOMPLISHMENTS by planning and promoting district Advanced Academics celebrations. (ex. National Merit, Advanced Placement Scholars, Superintendent Scholar Summer, etc.)		Director of Advanced Academics, CCR Coordinator, Academic Deans	September 2018 - March 2019	L-HSA	\$5,000.00	

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
2.4	Advanced Academics 11: CCMR	PROVIDE OPPORTUNITIES FOR 1ST-8TH GRADE STUDENTS TO PARTICIPATE IN VARIOUS COMPETITIONS AND EVENTS BASED ON INDIVIDUAL INTERESTS through various partnerships and local events such as the Arts And Academics competition (AAA) ES, Spelling Bee, Spanish Spelling Bee, etc.	100% participation in all events by all elementary & middle schools as tracked by participation logs	Director of Advanced Academics and Specialist, Director of Bilingual/ESL, Designated	October 2018 - February 2019	L-GT	\$4,000.00	
						L-HSA	\$4,000.00	
3.2	Advanced Academics 12: CCMR	PROMOTE COLLEGE AND CAREER READINESS EXPECTATIONS, OPPORTUNITIES, ETC. by communicating with all stakeholders through a variety of medium, including traditional and new methods, including website, social media, Remind, parent and community information sessions, parent learning sessions, etc.	Increase parent participation in Advanced Academic events by 25%. Documentation from sign-in sheets.	Director of Advanced Academics, CCR Coordinator	August 2018- July 2019	L-HSA	\$2,000.00	
4.1	Advanced Academics 13: CCMR	PROMOTE AND SUPPORT THE STUDENT EXPLORATION OF COLLEGE AND CAREER PATHWAYS through the GEAR UP Mentoring and Tutoring Program. This advisor/advisee program encourages students to research college and careers through guest speakers, academic counseling, and tutoring services based on individual student needs.	10% of 8th grade students will receive mentoring services as evidenced by documentation in the Gear Up Guides System.	CCR Coordinator, Site-Based Gear Up Coordinators, Counselors	September 2018 - July 2019	G-GU	\$5,000.00	
4.1	Advanced Academics 14: CCMR	SUPPORT, IMPLEMENT, AND IMPROVE COLLEGE AND CAREER READINESS ALL STUDENTS INCLUDING CURRICULUM ALIGNMENT, IMPLEMENTATION, AND DATA ANALYSIS through district staff (Director - 1, Coordinator - 1)	Director and Coordinator will support 100% campuses in their College & Career Readiness. Campus, PCL, one-on-one sign-in sheets, Kronos, AESOP, etc. will document implementation.	Director of Advanced Academics, Executive Director of Secondary	August 2018- May 2019	L-HSA	\$43,000.00	Director
						L-HSA	\$86,000.00	1 coord.
4.3	Advanced Academics 15: CCMR	NURTURE A "WE" CULTURE WITH PARENTS, STUDENTS, AND COMMUNITY through district-wide Advanced Academics parent nights to provide information to stakeholders on College and Career Readiness, benefits of taking advanced academic courses, upcoming events, and Advanced Placement/PSAT/NMSQT/SAT/ACT information.	Increase parent participation in Advanced Academic events by 25%. Documentation from sign-in sheets.	Director of Advanced Academics, CCR Coordinator, Academic Deans, Counselors	Aug. 2018 - June 2019	L-HSA	\$5,000.00	
4.3	Advanced Academics 16: CCMR	PROVIDE OPPORTUNITIES TO BUILD AWARENESS OF POSTSECONDARY POSSIBILITIES AND ENCOURAGE STUDENTS TO CONSIDER VARIOUS POSTSECONDARY PROGRAMS through GEAR UP cohort visits to college campuses and job sites, job shadowing, and other activities to encourage college and career readiness. This includes events and opportunities for both parents and students including college awareness workshops and financial aid counseling/advising.	30% of 8th grade students will receive mentoring services as evidenced by documentation in the Gear Up Guides System.	CCR Coordinator, Site-Based Gear Up Coordinators	September 2018 - July 2019	G-GU	\$10,000.00	
						G-GU	\$3,000.00	parent program
1.1	Assessment & Accountability 1: Testing	SUPPORT CAMPUS LEADERSHIP AND TEACHERS IN COLLECTING AND ANALYZING DATA TO IDENTIFY AREAS OF STRENGTH AND WEAKNESS through Increase participation in TEA developed Interim Assessments, six/nine weeks exams, etc.	Increase participation by 50% of campuses. Statistical analysis comparison of BEM, Interim and STAAR scores.	Ex. Director of Assessment, Accountability & Research	August 2018- July 2019	L-CNI	\$2,000	
1.1	Assessment & Accountability 2: Testing	MAKE INFORMED, DATA-DRIVEN INSTRUCTIONAL DECISIONS based on disaggregated data from a variety of reliable data sources including Eduphoria (AWARE, STRIVE)	100% of campuses will create and administer six or nine weeks assessments. Data analysis review	Ex. Director of Assessment, Accountability & Research	August 2018- July 2019	T1	\$216,000	
1.4	Assessment & Accountability 3: Testing	INCREASE EFFICIENCY BY DEVELOPING A DESIGNATED SUPPORTS QUICK LINK FOR TEACHERS utilizing various software including Test Hound and eSPED	Testing irregularities will decrease by 50%. TEA irregularity reports, Forms, feedback	Ex. Director of Assessment, Accountability & Research	August 2018- July 2019	L-CNI	\$10,000	
4.1	Assessment & Accountability 4: Testing	ENSURE A POSITIVE TESTING ENVIRONMENT ON ALL CAMPUSES through campus assistance for the monitoring, tracking, and security of all state assessments.	100% of campuses will utilize Test Hound to improve campus testing processes and procedures and reduce testing irregularities. TEA irregularity reports	Ex. Director of Assessment, Accountability & Research	August 2018- July 2019	L-CNI	\$10,000	
6.3	Assessment & Accountability 5: Testing	BUILD CAPACITY OF C&I LEADERSHIP ON ACCOUNTABILITY, STATE ASSESSMENTS, DATA CONFERENCING, AND SCHOOL IMPROVEMENT by participating in a variety professional learning opportunities	100% of all campus administrators will understand state and federal accountability requirements for their campus. Google Classroom, forms or feedback.	Ex. Director of Assessment, Accountability & Research	August 2018- July 2019	L-CNI	\$4,000	

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
6.3	Assessment & Accountability 6: Testing	BUILD CAPACITY OF BUILDING TEST COORDINATORS by designing and delivering trainings processes and procedures for state and national test administrations AND use of mentors, PLCs, District Monitors, To-Do Lists, optional trainings, and timely support	Testing irregularities will decrease by 50%. TEA irregularity reports, Forms, feedback; 100% of new BTCs will be provided mentors. Sign in sheets, Google Classroom, emails, feedback.	Ex. Director of Assessment, Accountability & Research	August 2018- July 2019	L-CNI	\$4,000	
6.3	Assessment & Accountability 7: Testing	BUILD CAPACITY OF CAMPUS LEADERSHIP IN STATE A-F ACCOUNTABILITY RATING CHANGES, FEDERAL Accountability DATA ANALYSIS, TAPR, DISTINCTIONS, ACCOMMODATIONS, LESSON PLANS, ETC through design and delivery of professional development on these topics and the tools used by SWISD to accomplish our goals including, but not limited to AWARE, LEAD4WARD, Axiom, etc.	100% of all campus administrators will understand state and federal accountability requirements for their campus. Google Classroom, forms or feedback.	Ex. Director of Assessment, Accountability & Research	August 2018- July 2019	L-CNI	\$2,000	
6.3	Assessment & Accountability 8: Testing	BUILD CAPACITY OF CAMPUS AND DISTRICT LEADERSHIP TO PLAN EFFECTIVE PROFESSIONAL DEVELOPMENT by training them to efficiently access data to drive instructional decisions.	100% of campuses will create and administer six or nine weeks assessments. Data analysis review	Ex. Director of Assessment, Accountability & Research	August 2018- July 2019	L-CNI	\$2,000.00	
6.4	Assessment & Accountability 9: PEIMS	USE DATA TO IMPROVE INSTRUCTION through district and campus data collection, data analysis, and various reports on the implementation and effectiveness of various professional development initiatives.	100% of campuses will create and administer six or nine weeks assessments. Data analysis review	Ex. Director of Assessment, Accountability & Research	August 2018- July 2019	T1	\$200,000.00	
6.6	Assessment & Accountability 10: Testing	EXPAND THE EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT through differentiation and development of training modules across a variety of platforms	Testing irregularities will decrease by 50%. TEA irregularity reports, Forms, feedback	Ex. Director of Assessment, Accountability & Research	August 2018- July 2019	L-CNI	\$2,000	
1.1	BESL 1: English Learners	INCREASE SECOND LANGUAGE ACQUISITION OF ENGLISH LEARNERS through native language supports, instructional materials, software, etc (such as, but not limited to, iLit-ELL, Rosetta Stone, etc)	Increased/maintained student performance as evidenced in TELPAS results, iStation, and iLit data	B/ESL Director, Coordinator, Specialists, Teachers	August 2018- 2019	L-EL	\$2,500.00	Apps
						T3	\$3,500.00	Rosetta Stone
1.1	BESL 2: English Learners	ENSURE PROPER IDENTIFICATION, RECLASSIFICATION, AND EXITING OF LEP STATUS through purchase and implementation of instructional and operational materials such as IPT, IOWA, etc	Accurate and timely identification, reclassification, and exiting of students as evidenced through eSped/Frontline reports, PEIMS data, state and district imposed deadlines, and testing inventory sheets	B/ESL Director, Coordinator, Specialists, Clerks, and LPAC Administrators	August 2018- 2019	L-EL	\$5,000.00	Testing Material
1.5	BESL 3: English Learners	IMPROVE LANGUAGE DEVELOPMENT, CONTENT KNOWLEDGE, LANGUAGE ACQUISITION, AND BILITERACY by expanding Teaching for Biliteracy program and strengthening current program with goal oriented professional development, monitoring, support, and collaboration with the Center for Teaching for Biliteracy	100% of Dual Language teachers in PK-3rd grade will be trained on and adhere to Teaching for Biliteracy expectations as evidenced through walkthrough data and professional development sign-in sheets; Increased tiers in English and/or Spanish by 10% annually to support the framework for our Dual Language 50/50 model as monitored through iStation reports for BOY, MOY, and EOY	B/ESL Director, Coordinator, Specialists, and Teachers	August 2018- July 2019	T3	\$12,000.00	TFB
1.6	BESL 4: English Learners	IMPROVE WRITING PROFICIENCY OF ENGLISH LEARNERS through writing practice, benchmarks, common assessments, and monitoring	Increased TELPAS Writing BEM proficiency level in AWARE from BOY to EOY; Implementation of Bilingual/ESL writing portfolios to be monitored at least once in the fall and spring semesters	B/ESL Director, Coordinator, Specialists, and Teachers	August 2018- July 2019	L-EL	\$2,000.00	
2.4	BESL 5: ESCALA	PROMOTE SOCIAL, EMOTIONAL AND LANGUAGE ACQUISITION OF ENGLISH LEARNERS through enrichment programs for middle school students throughout the year, including the summer ESCALA program	Increased student proficiency levels as monitored through iStation data pre and post enrichment program; 90% satisfactory rating as per Parent/Student survey	B/ESL Director, Coordinator, Specialists, I. Garcia	June 2019	T3	14,500.00	Salaries, student travel, materials
3.2	BESL 6: Translation	PROVIDE CONSISTENT, TIMELY, MULTIFACETED COMMUNICATION through translation services in multiple formats, translation hardware and software, and professional development at district and campus levels	Translation services offered for 100% of district events as evidenced through calendar of district educational meetings/events, written translation services purchase orders and invoices, and parent translation services usage sign-in sheets; translation training offered at least once a year as evidenced through Eduphoria and sign-in sheets	B/ESL Director, Coordinator, Specialists, I. Garcia	August 2018- July 2019	L-EL	\$3,500.00	JRG, translator

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
4.1	BESL 7: Handbook	SYSTEMATIZE GUIDELINES AND PRACTICES OF DISTRICT AND CAMPUS B/ESL PROGRAMS through the creation and distribution of the SWISD Teaching for Biliteracy Handbook	Teaching for Biliteracy Handbook acknowledgement forms submitted by 100% of Dual Language teachers	B/ESL Director, Coordinator, Specialists	August 2018- July 2019	L-EL	\$500.00	
4.1	BESL 8: Personnel	SUPPORT AND IMPROVE EXPECTATIONS OF THE B/ESL PROGRAM AT EACH CAMPUS through a designated administrator and lead teacher at each campus that attends BIL/ESL meetings and delivers information to all campus personnel	Designated Dual Language lead teacher and LPAC administrator at 100% of Dual Language campuses evidenced through PLC sign-ins, LPAC Administrator meeting sign-ins, professional development re-delivery sign-ins	B/ESL Director, Coordinator, Specialists, campus Dual Language teacher leaders	August 2018- July 2019	L-EL	\$500.00	
						T3	\$1,200.00	Travel, TETN
4.1	BESL 9: Personnel	SUPPORT AND IMPROVE TEACHING, CURRICULUM IMPLEMENTATION, AND DATA ANALYSIS FOR B/ESL STUDENTS through district staff (Coordinator, 3 specialists, 7 clerks)	Increased campus support, PLC participation, and collaboration across content areas as monitored through PEIMS data, eSped reports, PLC sign-ins, walkthrough data, and professional development sign-in sheets	B/ESL Director	August 2018- July 2019	L-EL		Salaries
						T3		Salaries
4.1	BESL 10: English Learners	ENSURE PROPER LPAC MANAGEMENT through purchase and implementation of instructional and operational materials such as eSPED, Frontline, etc. for documentation, progress monitoring, and management	Accuracy and timeliness in required documentation, monitoring, identifying, and managing of EL students in the B/ESL program as evidenced through eSped/Frontline reports, PEIMS data, and state and district imposed deadlines	B/ESL Director, Coordinator, Specialists, Clerks, and LPAC Administrators	August 2018- July 2019	L-EL	\$30,000.00	eSped
4.1	BESL 11: English Learners	ENSURE A QUALITY LEARNING ENVIRONMENT FOR EL STUDENTS through the creation and support of systems for students in other programs in addition to EL (GT, 504, SPED, RtI, etc.)	Creation of a process, in collaboration with campus/district leadership, for identifying and/or supporting EL's in Advanced Academics, Gifted and Talented programs, Response to Intervention, 504, and Special Education as monitored through eSped reports, PEIMS data, identification results, and cross-departmental professional development sign-in sheets	B/ESL Director, Coordinator, Specialists, Curriculum and Instruction personnel from other Special Programs	August 2018- July 2019	L-EL	\$500.00	Travel-TETN
4.2	BESL 12: English Learners	SUPPORT, VALUE, APPRECIATE, AND CELEBRATE EL STUDENTS AND FAMILIES through expansion of the "Embracing Bilingualism" culture campaign that promotes biliteracy and diversity at school and home through campus and district level events	Increased number of EL students, families, and community members at school/district events monitored by sign-in sheets and parents surveys ; 10% increase in parent attendance to the IDRA Parent Institute as monitored through sign-in sheets; increased promotion and exposure of the Embracing Bilingualism Campaign as evidenced through video view counts, Embracing Bilingualism and Department social media following, and parent surveys	B/ESL Director, Coordinator, Specialists, Clerks, campus Dual Language teacher leaders, and LPAC Administrators	August 2018- July 2019	L-EL	\$500.00	Travel
						L-EL	\$500.00	Signs, Banners
						T3	\$2,300.00	IDRA
4.1	BESL 13: Immigrant	PROVIDE ADDITIONAL ACADEMIC SUPPORT FOR IMMIGRANT STUDENTS by providing instructional resource materials and school supplies to build student capacity	Distribution of school supplies to campuses with identified immigrant students as evidenced by resource distribution lists and purchase orders	B/ESL Director, Coordinator, Specialists	August 2018- July 2019	T3	\$3,000	
4.1	BESL 14: Immigrant	PROVIDE LANGUAGE PROFICIENCY SUPPORT FOR IMMIGRANT STUDENTS identified as English Learners through a variety of technology and resources	Increased proficiency levels as evidenced through TELPAS, Rosetta Stone data, iStation data, and/or iLit reports according to grade level	B/ESL Director, Coordinator, Specialists	August 2018- July 2019	T3	\$5,000	
5.2	BESL 15: English Learners	PROMOTE PARENT ADVOCACY, ENGAGEMENT, AND COMMUNITY through participation in a variety of parent educational opportunities with an EL focus such as community participation programs, family literacy, parent outreach, parent training activities, etc.	Increased number of EL students and families who attend meetings/activities as evidenced through campus and district event sign-in sheets, IDRA Institute parent attendance, parent surveys	B/ESL Director, Coordinator, and Specialists, Clerks, campus Dual Language teacher leaders, and LPAC Administrators	August 2018- July 2019	L-EL	\$500.00	Parent Literacy Mtgs
						T3	\$2,300.00	IDRA
6.1	BESL 16: English Learners	ENSURE CORRECT OPERATIONAL PROCESSES, IDENTIFICATION, PLACEMENT AND CODING FOR DUAL LANGUAGE 50/50 ONE-WAY AND ESL PROGRAM MODELS through professional development provided by the B/ESL CO-OP with ESC 20	Continued attendance and participation of district personnel in a variety of professional development opportunities to ensure compliance and enhance instruction for English Learners as evidenced through sign-in sheets and re-delivery of pertinent session information	B/ESL Director, Coordinator, Specialists, Clerks, Dual Language and ESL teachers, and LPAC Administrators	August 2018- July 2019	L-EL	\$14,000.00	CO-OP Region 20

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
6.1	BESL 17: English Learners	Expand Teaching for Biliteracy professional development for teachers, academic coaches, administrators and support staff to further understand content and language instructional delivery and the correlation to the ELPS and language acquisition	100% of Dual Language teachers in PK-3rd grade will be trained on and adhere to Teaching for Biliteracy expectations as evidenced through walkthrough data and professional development sign-in sheets	B/ESL Director, Coordinator, Specialists	August 2018-2019	L-EL	\$500.00	
6.3	BESL 18: Professional Development	BUILD CAPACITY IN ALL CAMPUS ADMINISTRATION TO OBSERVE AND PROVIDE RELEVANT FEEDBACK AND PLANNING OPPORTUNITIES to teachers that is aligned with Teaching for Biliteracy, Oral Literacy, Instructional Materials and Strategies (such as Talk-Read-Talk-Write, iLit, and Sheltered Instruction)	Improved implementation of second language acquisition strategies in the Dual Language/ESL classroom as evidenced through walkthrough data and T-Tess results; Attendance and participation of campus administrators in second language acquisition strategies trainings/professional development as monitored through sign-in sheets	B/ESL Director, Coordinator, Specialists	August 2018-July 2019	L-EL	\$1,000.00	Books/Travel
						T3	\$1,000.00	Books/Travel
6.3	BESL 19: Professional Development	BUILD THE CAPACITY OF DISTRICT EL STAFF IN TRAINING, MONITORING, AND IMPLEMENTING CURRENT AND EFFECTIVE PRACTICES through professional development including the 2019 NABE Conference.	Increased attendance of district personnel to NABE as evidenced by conference registration; increased number of conference sessions offered by district personnel from 4 to 5 as evidenced by conference program; redelivery of professional development opportunities as monitored through sign-in sheets	B/ESL Director, Coordinator, and Specialists	February 2019	T3	\$8,000.00	NABE
6.3	BESL 20: Professional Development	BUILD CAPACITY AMONG PERSONNEL SUPPORTING ELs by providing opportunity for training of trainers and/or certifications in relevant areas such as ESL endorsements, bilingual certifications, and SIOP (Sheltered Instruction) trained certifications	Increased number of teachers and staff with ESL endorsements, bilingual certifications, and SIOP certificates; Increased number of SIOP Trainer Certified district personnel as evidenced through training attendance and certification	B/ESL Director, Coordinator, and Specialists	August 2018-2019	L-EL	\$8,000.00	Reg20
						T3	\$2,000.00	
6.3	BESL 21: Professional Development	BUILD CAPACITY AMONG CAMPUS PERSONNEL (librarians, teachers, dyslexia, literacy interventionist and instructional coaches) IN LATINO LITERACY, LITERATURE, AND EDUCATION by attending the National Latino Children's Literature Conference in order to implement and foster successful strategies for meeting the informational, cultural, and traditional literacy needs of Latino children and young adults	Increase the number of participants who attend the National Latino Children's Literature Conference and provide redelivery of information to campuses as evidenced through conference registrations and redelivery sign-in sheets	B/ESL Director, Coordinator, Specialists	February 2019	L-EL	\$1,500.00	
						T3	\$1,300.00	
6.3	BESL 22: Immigrant	IMPROVE IDENTIFICATION AND CODING OF IMMIGRANT STUDENTS through professional development and support for campus and district personnel	Accurate and timely identification and coding of immigrant students district-wide as evidenced through PEIMS data	B/ESL Director, Coordinator, Specialists, and Clerks	August 2018-July 2019	T3	\$12,000.00	
6.4	BESL 23: Professional Development	PROVIDE HIGHLY QUALIFIED TEACHERS TO SECONDARY EL STUDENTS by preparing secondary content teachers to meet ESL certification requirements (the ESL Supplemental #154 exam in order to meet Chapter 89 certification requirements) and the needs of EL students through targeted professional development from a variety of sources including the ESC 20 Bilingual/ESL CO-OP	Increased number of secondary ESL certified teachers as evidenced through certifications and endorsements	B/ESL Director, Coordinator, Specialists, Human Resources department, and campus administrators	August 2018-2019	L-EL	\$2,500.00	Certification Reimbursement
						L-EL	\$2,500.00	Books
						L-EL	\$8,000.00	Certifications
						T3	\$2,000.00	ESL Certs
6.4	BESL 24	MONITOR AND IMPROVE INSTRUCTION for middle school ESL programs by providing professional development and training on effective implementation and use of iLit	Increased proficiency in literacy and language as evidenced through iLit data at BOY and EOY	B/ESL Director, Coordinator, Specialists, and middle school ESL teachers	August 2018-July 2019	L-EL	\$2,500.00	iLit
						T3	\$2,500.00	iLit
1.1	CTE 1	ENSURE CTE INSTRUCTION AND PRACTICES ALIGN WITH INDUSTRY STANDARDS through evaluation and revision of size, scope, and quality	Walk-throughs, evaluations, workplace comparisons, and size comparisons. Success will be measured through a 2% increase in student internships from industry partnerships.	Director CTE	August 2018-June 2019	L-CTE	\$18,965.00	

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
1.1	CTE 2	ENSURE CTE CLASSES PROVIDE INSTRUCTION AND SUPPORT FOR THE DISTRICT LITERACY GOAL by providing professional development, resources, materials, and support for CTE teachers on integration strategies	Walk-throughs, evaluations, Lesson Plans will be used to measure the rigor and implementation of Talk, Read, Talk, Write. Walk-through data show a 2% increase of the Talk, Read, Talk, Write technique to increased rigor of classroom instruction.	Director CTE	August 2018- June 2019	PERKINS	\$17,119.00	
1.5	CTE 3	PROVIDE AUTHENTIC LEARNING AND PROBLEM SOLVING THAT NURTURE AND REFINE STUDENTS ABILITIES through sustainable relationships with industry partners, development and implementation of career expectations, work-based learning experiences, and other opportunities to expand industry knowledge in all 15 career clusters that includes field trips, competitions, site visits, staff, transportation, and materials	Increased number of internships, externships, and work based learning opportunities by 10% annually. Advisory boards, meetings, minutes	Director CTE, CTE Coordinators	August 2018- 2019	PERKINS	\$19,823.00	
1.6	CTE 4	ENSURE ALL 15 CTE PROGRAM CAREER CLUSTERS PROVIDE RIGOROUS LEARNING EXPERIENCES THAT IS FOCUSED ON STUDENTS ABILITY TO GROW INTO GLOBAL CITIZENS through field trips, competitions, site-visits, co-curricular activities, extra-curricular activities etc.	Will use student participant in organizations, competitions, extra-curricular activities, and certifications as the measurable tool. A rubric will be developed and board approve in order to monitor and measure a 2% growth in student participation in all CTE programs.	Director CTE, CTE Coordinators	August 2018- 2019	PERKINS	\$33,450.00	
3.3	CTE 5	PROMOTE ACCOMPLISHMENTS AND ADVANCES OF CTE PROGRAM AND STUDENTS through various methods, including but not limited to establishing service websites for the community starting with Cosmetology, Automotive, and Veterinary services. Utilizing social media such as Remind accounts to communicate with parents and students. Holding student/parent meetings for Student Organizations, participating in open houses, and community information meetings as a way to advertise and recruit for our clusters.	Monitoring and evaluating the increase in student/parent/community participation through sign-in sheets, appointment schedules, surveys and feedback from students, parents and community members. Success will be measured through a 2% increase in parent participation.	CTE Director, CTE Coordinators	August 2018- 2019	PERKINS	\$9,000.00	
4.1	CTE 6	ENSURE QUALITY LEARNING ENVIRONMENTS FOR ALL CTE CAREER CLUSTERS by expanding opportunities for teachers to obtain industry certifications/licenses, provide opportunities for students build a higher capability to integrate into industry positions upon graduation, staff, supplies, and materials	Teacher certifications and licenses, rosters of students with higher education course, certification acquisition will be used as our measurable tool to monitor our implementation of the programs. Our goal is to have a 2% increase per year.	Director CTE, CTE Coordinators	August 2018- 2019	PERKINS	\$19,823.00	
6.1	CTE 7	IMPLEMENT AND MONITOR PROFESSIONAL DEVELOPMENT EXPECTATIONS THAT INCLUDES TRAINING, UTILIZATION, IMPLEMENTATION, AND MONITORING to ensure all CTE staff have knowledge and skills to meet the needs of students with industry certifications, dual credit standards, HB5, online curriculum, working with special needs populations, and district initiatives.	Purchase orders, training certificates, sign-in sheets, training resources, CTE program evaluations, teacher input and collaboration on PD needs through establishing an action committee will be used to monitor professional development and implementation of program effectiveness.	Director CTE, CTE Coordinators	August 2018- July 2019	L-CTE	\$7,000.00	
1.6	CTE 8	PROVIDE OPPORTUNITIES FOR STUDENTS TO ACCESS COLLEGE LEVEL LEARNING through participation in advanced courses such as Dual Credit. Including but not limited to resources/textbooks, transportation, tuition and fees	Increase the number of students earning college credit by 2% as evidenced by final grades. Advising services documented by campus sign-in sheets with students and parents.	Director of Advanced Academics, Coordinator of Guidance & Counseling	August 2018 - July 2019	L-CTE	\$40,000.00	
1.1	Core Content 1: ELAR-EL	IMPROVE WRITING INSTRUCTION FOR ALL ELEMENTARY STUDENTS through training, materials, implementation, reflection, PLCs, walkthroughs with feedback, and continued support and training as needed	Implementation success will be monitored using the District Writing Growth Tracker Report. 100% of elementary campuses will meet District's targeted grade level writing expectation. 4th grade District CAs and BEM will show progress from previous 3 years; certificates of training, sign in sheets, STAAR Writing performance standards, TAPR report, District CAs and BEMs	ELAR Coordinator, Instruction Coordinator, Academic Coaches	August 2018- 2019	T1	\$75,000.00	
							\$2,800.00	Writer's Workshop
1.1	Core Content 2: ELAR-EL	IMPROVE BASIC READING AND SPELLING INSTRUCTION AND STUDENT SKILLS FOR K-2ND through training for all teachers new to the grade level, instructional materials for all K-2nd classrooms including phonological awareness, phonics, & spelling)	Implementation success will be monitored using District BEMs and ISIP. 100% of elementary campuses will demonstrate at least 5% growth on BEMs from the previous year to current school year. Also, each campus will identify a grade level goal on ISIP and be expected to reach and/or exceed set goal for performance. Certificates of training and sign-in sheets will be collected for training.	Instructional Coordinator, Literacy Coordinator	August 2018- 2019	T1	\$105,000.00	

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
1.1	Core Content 3: ELAR-EL	IMPROVE BASIC READING AND SPELLING INSTRUCTION AND STUDENT SKILLS FOR K-2ND DUAL LANGUAGE CLASSES through training and instructional materials for all K-2nd dual language classrooms including phonological awareness, phonics, & spelling)	Implementation success will be monitored using District BEMs and ISIP. 100% of elementary campuses will demonstrate at least 5% growth on BEMs from the previous year to current school year. Also, each campus will identify a grade level goal on ISIP and be expected to reach and/or exceed set goal for performance. Certificates of training and sign-in sheets will be collected for training.	Instructional Coordinator, Literacy Coordinator	August 2018-2019	T1	\$85,000.00	
1.5	Core Content 4: ELAR-EL	CREATE MULTI-FACETED SMALL GROUPS AND DIFFERENTIATED LEARNING EXPERIENCES FOR ALL STUDENTS through quality teacher training and implementation	Implementation of training learning will be monitored using District CAs, BEMs, and ISIP. CAs will show at least 5% campus growth throughout year and at least 10% campus growth from previous 3 years of STAAR data.	ELAR Coordinator, Instruction Coordinator, Academic Coaches	August 2018-2019	T1	\$6,000.00	
1.1	Core Content 5: ELAR-SEC	IMPROVE WRITING INSTRUCTION FOR ALL SECONDARY STUDENTS through training, materials, implementation, reflection, PLCs, walkthroughs with feedback, and continued support and training as needed	Implementation will be monitored using the performance assessments from TCMPC. 100% of campuses will meet District's targeted grade level writing expectation. 7th, 9th and 10th grades will take District CAs and BEM striving for growth from previous 3 years; 6th, 7th and 8th grades will have CAs covering Reporting Categories 5 and 6, revising and editing respectively. Writing strategies badging system will award teachers for successful utilization of trained strategies; certificates of training, sign in sheets, STAAR Writing performance standards, TAPR report, District CAs and BEMs	ELAR Coordinator, Content leads, Department Chairs, Academic Deans	August 2018- July 2019	T1		
1.1	Core Content 6: ELAR-SEC	STRENGTHEN THE FOUNDATION FOR LESSON PLANNING, INSTRUCTIONAL DELIVERY, AND RE-TEACHING through systemic utilization of the TEKS Resource System (TCMPC), updated curriculum documents and common assessments in Grade 6-12 ELAR instruction.	District common assessment/benchmarks; state assessments. Students will yield a 10% increase in approaching grade and a 5% increase in meets and masters grade level on all assessments	ELAR Coordinator	August 2018- July 2019	T1		
1.1	Core Content 7: ELAR-SEC	IMPROVE THE LESSON PLANNING PROCESS, COLLABORATION ON IMPLEMENTATION OF BEST PRACTICES AND PEDAGOGY STRATEGIES IN 6-10 ELAR CLASSROOMS through the implementation of Professional Learning Communities (PLCs) and focused strategies to improve reading comprehension	PLC Sign-In sheets & agendas showing all ELAR teachers participate in at least 80% of PLC activities, Lesson plans, walk through data, common assessment, benchmarks and STAAR tests	ELAR Coordinator, Instructional Coordinators, Academic Deans, Department Chairs and Content Leads	August 2018- July 2019	T1		
1.1	Core Content 8: ELAR-SEC	IMPLEMENT AND ALIGN READING AND WRITING CURRICULUM based on research-based strategies with emphasis on oral language development, reading comprehension and writing	Lesson plans, walk through data, common assessment, benchmarks and STAAR tests. Students will yield a 10% increase in approaching grade and a 5% increase in meets and masters grade level on all assessments.	ELAR Coordinator, Instructional Coordinators, Academic Deans, Department Chairs and Content Leads	August 2018- July 2019	T1		
1.6	Core Content 9: ELAR-SEC	INCREASE STUDENT SCORES ON ELAR AP EXAMS through the development and implementation of local assessments that align with the rigor and standards of Advanced Placement exams	Establish baseline data and align with AP exam scores	ELAR Coordinator, teachers	Initial completed by October 2018, adjust and assess throughout the year as needed.	T1		
1.1	Core Content 10: Math EL	ENSURE ALL MATH TEACHERS PROVIDE QUALITY TEKS ALIGNED INSTRUCTION by providing professional development on math content knowledge and support on Unpacking the TEKS	Implementation success will be monitored by analyzing the data from common assessments in Eduphoria to increase campus current assessment scores by 5%: the 2018-19 focus group will be Prek and 3rd grade teachers: District CAs and BEM; certificates of training, sign in sheets, STAAR math performance standards, TAPR report, District CAs and BEMs	Math Coordinator	8/20, 10/8, 11/7, 1/7, 2/18, 4/3	SCE	\$8,000.00	Substitute Teachers
1.1	Core Content 11: Math EL	SUPPORT QUALITY MATH INSTRUCTION FOR ELEMENTARY STUDENTS by providing campuses with resources and materials	Implementation success will be monitored by analyzing the data from common assessments in Eduphoria to increase campus current assessment scores by 5%: District CAs, BEMs, and walkthroughs and feedback from district level support.	Math Coordinator	August 2018 - August 2019	IMA	\$40,000.00	
1.1	Core Content 12: Math-SEC	PROMOTE STUDENT ENGAGEMENT AND MATH CONTENT ACHIEVEMENT through utilization of the TEKS Resource System (TCMPC), formative assessments, incorporating academic vocabulary, oral language development, graphing calculators, supporting staff with professional development and coaching	Walkthroughs - 90 % of the students engaged; Student scores/progress measure in district common assessment/benchmarks; state assessments; state and federal accountability (through PBMAS) with at least 85% of students meeting progress	Math Coordinator, Instructional leaders	Fall 2018, Spring 2019, Summer 2019			

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
1.1	Core Content 13: Math-SEC	STRENGTHEN THE FOUNDATION FOR LESSON PLANNING, INSTRUCTIONAL DELIVERY, AND RE-TEACHING through systemic utilization of the TEKS Resource System (TCMPC), updated curriculum documents and common assessments in Grade 6-12 Math instruction.	Student scores/progress measure in district common assessment/benchmarks; state assessments with at least 85% of students meeting progress	Math Coordinators	Completed by September 2018 and updated throughout the year as needed.			
1.6	Core Content 14: Math-SEC	INCREASE STUDENT SCORES ON MATH AP EXAMS through the development and implementation of local assessments that align with the rigor and standards of Advanced Placement exams	Establish baseline data and align with AP exam scores	Math Coordinator, teachers	Initial completed by October 2018, adjust and assess throughout the year as needed.			
1.1	Core Content 15: Science	IMPROVE SCIENCE INSTRUCTION FOR ALL STUDENTS through online curriculum, training, materials, implementation, reflection, PLCs, walkthroughs with feedback, and continued support	Implementation success will be monitored by analyzing the data from common assessments in Eduphoria to increase campus current assessment scores by 7%: District CAs and BEM; certificates of training, sign in sheets, STAAR science performance standards, TAPR report, District CAs and BEMs	District science content specialists, Academic Coaches	August 2018-2019	T1	\$75,000.00	
1.1	Core Content 16: Social Studies	IMPROVE SOCIAL STUDIES INSTRUCTION FOR ALL STUDENTS through training, materials, implementation, reflection, PLCs, walkthroughs with feedback, and continued support	Implementation success will be monitored by analyzing the data from common assessments in Eduphoria to increase eighth grade assessment scores by 5%: District CAs and BEM; certificates of training, sign in sheets, STAAR science performance standards, TAPR report, District CAs and BEMs	District social studies content specialists, Academic Coaches	August 2018-2019	T1	\$10,000.00	
4.1	Core Content 17: Math EL	ENSURE A QUALITY MATH LEARNING ENVIRONMENT FOR ALL ELEMENTARY STUDENTS through measurement using common assessment data, identification of lowest TEKS and support (planning, modeling, PD) after each assessment to grade levels and/or teachers requiring extensive assistance.	Evidence of implementation would be data pulled after each district common assessment identifying the 5-10 lowest performing teachers per grade level requiring support and time scheduled during their conference, after school, or half-day pull out sessions to provide professional development to enhance their craft.	Math Coordinator	Jan 2019-April 2019	SCE	\$8,000.00	Substitute Teachers
4.1	Core Content 18: Personnel - Academic Coaches	BUILD INSTRUCTIONAL CAPACITY, IMPROVE TEACHING, CURRICULUM IMPLEMENTATION, AND DATA ANALYSIS FOR ALL STUDENTS by providing campus academic coaches to all elementary campuses	Implementation success will be monitored by having 100% of the academic coaches document their T-TESS goals in Eduphoria and campus focus goals on a district created form. This in turn will increase teachers and campus goals by in targeted areas of focus by 10%.	Director of Teaching and Learning and Campus Academic Coaches	July 2018-June 2019	T1	\$55,000.00	
						T2		
4.1	Core Content 19: Personnel - District	SUPPORT, IMPLEMENT, AND IMPROVE TEACHERS' UNDERSTANDING IN CONTENT KNOWLEDGE FOR ALL STUDENTS INCLUDING CURRICULUM ALIGNMENT, IMPLEMENTATION, AND DATA ANALYSIS through district staff (Director - 1, Coordinator - 4) - salaries, in district travel, out of district travel, materials, supplies, and training.	Implementation success will be monitored by a 10% increase for teachers and campus goals in targeted areas of focus: Documentation: Kronos, AESOP, Digital Literacy levels - baseline year	Director of Teaching and Learning and Campus Academic Coaches	August 2018-May 2019	T1	\$600,000.00	
						T2		
						SCE		
4.1	Core Content 20: Personnel - District	BUILD CAPACITY OF CONTENT LEADERSHIP IN PLANNING, CONTENT KNOWLEDGE AND INSTRUCTIONAL STRATEGIES through having the positions of a district support with two science two social studies content specialists	Implementation success will be monitored by analyzing the data from common assessments in Eduphoria to increase campus current assessment scores by 5% certificates of training, sign in sheets, calendar schedule, student growth or progress, STAAR accountability measures	District science content specialists and District social studies content specialists	August 2018-2019	SCE	\$1,500.00	
4.1	Core Content 21: Personnel - Campus leads	BUILD CAPACITY OF LEADERSHIP IN PLANNING, CONTENT KNOWLEDGE AND INSTRUCTIONAL STRATEGIES through having the position of campus grade level leads. *6 per campus)	Kronos, AESOP, leadership sign in sheets - baseline year	Campus principals	August 2018-2019	SCE	\$70,000.00	
4.1	Core Content 22: Math-SEC	ENSURE ALL MATH LEARNING ENVIRONMENTS ARE POSITIVE EXPERIENCES FOR ALL STUDENTS BY ALIGNING INSTRUCTION TO STUDENT NEEDS through the development, implementation, and evaluation of district common assessments/benchmark data to guide mathematics classroom instruction	Student scores/progress in district common assessment/benchmarks with at least 85% of students meeting progress.	Math Coordinator	October 2018, January 2018, March 2019, June 2019			

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
6.3	Core Content 23: Professional Development	BUILD INSTRUCTIONAL COACHING AND LEADERSHIP CAPACITY OF ACADEMIC COACHES AND MCLs through professional learning activities targeted towards district, campus and personal goals and needs	Implementation success will be monitored by a 10% increase for teachers and campus goals in targeted areas of focus: Documentation: Eduphoria sign in sheets, documentation on coach goal accomplishments, calendar schedule, teacher growth or progress towards learning goals, increase in class scores from the following training sessions: Literacy focused trainings, local trainings, coach process training, PLC training, Prek4SA training, Understand the 3 parts of the TEKS, Instructional strategies on all the core content area training, ELPS training, Sheltered Instruction, SPED training on accommodations and modifications and training to improve district and campus needs	Director of Teaching and Learning and Campus Academic Coaches	July 2018-June 2019	T1	\$12,000.00	
						T2		
						SCE		
6.3	Core Content 24: Professional Development	BUILD THE CAPACITY OF CAMPUS AND DISTRICT LEADERSHIP IN CURRICULUM AND INSTRUCTION through professional development on targeted leadership skills and modeling of effective leadership including events like the EAC (PLC) meeting	Implementation success will be monitored by a 10% increase for teachers and campus goals in targeted areas of focus: Provide LMS sign in sheets, certificates of training, calendar schedule will be collected for the following training: coaching adults training, training on reflective coaching model, PLC training, and book study reflection log - 10% increase for teachers and campus goals in targeted areas of focus.	Director of Teaching and Learning and Campus Administration and Academic Coaches	July 2018-June 2019	T1	\$10,000.00	
						T2		
						SCE		
6.1	Core Content 25: ELAR	ESTABLISH AND MONITOR EXPECTATIONS FOR TRAINING, UTILIZATION, AND IMPLEMENTATION OF COMPREHENSION SKILLS through professional development, support, walkthroughs, etc.	Implementation of training and learning will be monitored using DCAs and STAAR. 100% of campuses will demonstrate at least 5% growth in meets and masters performance standards. Certificates of training, sign in sheets, 4th-5th STAAR reading progress measure increases, TAPR report	ELAR Coordinator, District Instruction Coordinator, Academic Coaches	August 2018-2019	SCE	\$75,000.00	
6.2	Core Content 26: ELAR	CULTIVATE EXPERTISE OF TEACHERS IN LITERACY KNOWLEDGE by developing a trainer of trainers model to redeliver and support language essentials for teachers of reading and spelling in grades K-2nd	Three certified TOTs per campus plus selected district level coordinators will be trained and redeliver PD to their campus K-2nd teachers. Certifications for the TOTs and sign-in sheets for the participants will be collected.	District level coordinators, Literacy Interventionists k-2nd, Academic Coaches	August 2018-2019	SCE	\$53,000.00	Substitute teachers
6.3	Core Content 27: ELAR	BUILD CAPACITY OF CONTENT LEADERSHIP IN PLANNING, CONTENT KNOWLEDGE (new ELAR TEKS), AND INSTRUCTIONAL STRATEGIES through targeted professional development	Implementation of training and learning will be monitored using District CAs, BEMs, and ISIP. DCAs will show at least 5% campus growth throughout 18-19 academic year and at least 10% campus growth from previous 3 years of STAAR data. Conduct walkthroughs using a STRIVE checklist to monitor implementation of training and learning.	ELAR Coordinator and other District Level Literacy Support, Academic Coaches	August 2018-2019	SCE	\$15,000.00	
6.1	Core Content 28: Science	ESTABLISH AND MONITOR EXPECTATIONS FOR TRAINING, UTILIZATION, AND IMPLEMENTATION OF SCIENCE CONTENT KNOWLEDGE SKILLS through professional development, support, walkthroughs, etc.	Implementation success will be monitored using district walkthrough form 100% of elementary campuses. Fifth grade District CAs and BEM will show progress from previous 3 years; by 5%: certificates of training, sign in sheets, STAAR science performance standards, TAPR report, District CAs and BEMs certificates of training, sign in sheets,	District science content specialists, Academic Coaches	August 2018-2019	SCE	\$20,000.00	
6.3	Core Content 29: Science	BUILD CAPACITY OF CONTENT LEADERSHIP IN PLANNING, CONTENT KNOWLEDGE (STREAMLINED SCIENCE TEKS), AND INSTRUCTIONAL STRATEGIES through targeted professional development for principals, asst. principals, and academic coaches	Implementation of training and learning will be monitored using District CAs, BEMs, and ISIP. DCAs will show at least 5% campus growth throughout 18-19 academic year and at least 5% campus growth from previous 3 years of STAAR data. Conduct walkthroughs using a STRIVE checklist to monitor implementation of training and learning.	District science content specialists, Academic Coaches	August 2018-2019	SCE	\$15,000.00	
6.1	Core Content 30: Social Studies	ESTABLISH AND MONITOR EXPECTATIONS FOR TRAINING, UTILIZATION, AND IMPLEMENTATION OF SOCIAL STUDIES CONTENT KNOWLEDGE SKILLS through professional development, support, walkthroughs, etc.	Implementation success will be monitored using district walkthrough form 100% of elementary campuses. Eighth Grade District CAs and BEM will show progress from previous 3 years; by 5%: certificates of training, sign in sheets, STAAR science performance standards, TAPR report, District CAs and BEMs certificates of training, sign in sheets,	District social studies content specialists, Academic Coaches	August 2018-2019	SCE	\$20,000.00	
6.3	Core Content 31: Social Studies	BUILD CAPACITY OF CONTENT LEADERSHIP IN PLANNING, CONTENT KNOWLEDGE AND INSTRUCTIONAL STRATEGIES through targeted professional development for principals, asst. principals, and academic coaches	Implementation of training and learning will be monitored using District CAs, BEMs, and ISIP. DCAs will show an increase in eighth grade assessment scores by 5% campus growth from previous 3 years of STAAR data. Conduct walkthroughs using a STRIVE checklist to monitor implementation of training and learning.	District social studies content specialists, Academic Coaches	August 2018-2019	SCE	\$15,000.00	

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
1.1	Early Childhood Education 1	IMPROVE CLASSROOM INSTRUCTION AND STUDENT OUTCOMES BASED ON DATA by coaching teachers to use GOLD and CLASS scores to drive instruction and instructional decisions	Coaching sessions will be documented to equal a minimum of 15 sessions to equal 15 hours and all 4 year olds will reach the 4 year old level or their age equivalent of widely held expectations for 4 year olds in GOLD by the last day in May Of 2019.	Pre-K Coordinator, HS Coordinator, PK4SA coaches	August 2018 thru June 2019	G-PK4SA	\$300,000.00	75% local 25% Title 1
1.1	Early Childhood Education 2	ENSURE A QUALITY, EQUAL ACCESS, INSTRUCTIONAL ENVIRONMENT FOR ALL PRE-K STUDENTS through alignment of expectations, collaborative meetings, and planning with PK4SA and Head Start	Quarterly meetings will be held in addition to district PD days to communicate expectations. Sign in sheets and agendas will be stored in the PK Coordinators office of all the planning sessions and meetings with PK4SA and Head Start teachers and staff.	PK Coordinator and PK teachers	August thru June	G-HS	\$700,000.00	
2.1	Early Childhood Education 3	MAINTAIN A SAFE AND POSITIVE LEARNING ENVIRONMENT WITH POSITIVE STUDENT BEHAVIORS through training on positive guidance for all Elementary Administrators and PK Teachers	The percentage of office referrals for PK will decrease by 5% from year to year based on the data pulled from the district discipline data base ...as well as a 5% increase in positive climate on the CLASS instruments for PK teachers district wide.	Pre-K Coordinator	Aug 2018 to June 2018	G-PK4SA		
2.4	Early Childhood Education 4	IMPROVE SOCIAL & EMOTIONAL LEARNING ENVIRONMENT FOR ALL PRE-K CLASSROOMS through teacher and admin training in CLASS	Scores in the area of Social Emotional in CLASS will improve for all PK teachers by 5% from the beginning of the year to the end of the year.	Pre-K Coordinator and Head Start Coordinator	Aug 2018 thru June 2019	G-HS		
	SCE							
3.3	Early Childhood Education 6	PROMOTE THE SWISD PRE-K PROGRAM through an informative, current website	The district webpage will be revised to reflect current district practices for PK and the district webmaster will help track the number of hits from previous year. the goal is to see a 5% increase in usage.	Pre-k Coordinator and HS Coordinator	August thru June	G-HS		
5.1	Early Childhood Education 7	ESTABLISH AND IMPLEMENT A PRE-K PARENT ENGAGEMENT PLAN THAT IS ALIGNED WITH HEAD START AND DISTRICT GOALS AND EVENTS through planning sessions with the Head Start Coordinator and District PK coordinator.	A minimum of 3 planning sessions will be documented with HS and PK Coordinator. The final draft of the parent PK engagement plan along with the sign in sheets and the advertisements of parent events will be the measure of success.	Pre-K Coordinator and HS Coordinator	August 2018	G-HS		
5.2	Early Childhood Education 8	PROVIDE ENGAGING OPPORTUNITIES FOR PRE-K PARENTS DURING PARENT MEETINGS through collaborative invites, planning, and parent training by district and Head Start pre-k teachers	we will have a 5% increase in parent participations in PK events where parents of Non Head Start students come as well. We will use the sign in sheets for the events to indicate parents from the various PK programs.	PK Coordinator and Head Start Coordinator	Sep.thru June	G-HS		
6.1	Early Childhood Education 9	ESTABLISH AND MONITOR THE EXPECTATIONS OF TRAINING, UTILIZATION, AND IMPLEMENTATION BEST PRACTICES FOR PRE-KINDER STAFF THAT ENHANCES STUDENT SERVICES AND PERFORMANCE through research-based, goal-oriented professional development and monitoring of implementation	Increase teacher's scores in CLASS observations by 5% on targeted dimensions will be posted in each teacher's coaching files.	Pre-K Coordinator, HS Coordinator, PK4SA coaches	August 2018 thru June 2019	G-HS	\$1,000.00	
2	District Initiative: Chess Program	Provide student opportunities to participate in extracurricular activities or clubs that promote student interests, build problem-solving abilities, allow for collaborations, and align with content or other programs. Travel to competitions - \$2000; Resources for program - \$5000; Consultants -\$1000; stipends -\$6000; Competition Awards - \$10,000; Regional Competition Registration/ Local registration Chess Reading Materials	Implementation success will be monitored by having 100% of elementary and middle school campuses facilitate extra curriculum chess clubs which participate in multiple tournaments annually.	District Chess Program Liaison	September 3 - May 20, 2019	T1	\$24,000.00	
4	External Programs 1: Private Non-Profit	Provide comparable Title 1 funding to Private Non-profit schools which have enrolled Southwest ISD students.	Compliance report will meet all Title 1 standards for meeting, reporting and documentation for students living within SWISD attending one of these schools.	Executive Director of External Programs, Student Services, and Purchasing	July 1, 2018 (NOGA) - August 31, 2019	T2		
4	External Programs 2: Professional Development	Provide leadership guidance and strategic planning to district and campuses to utilize external funds and ensure compliance for all required activities. § Professional Development – travel § Reading Materials – Book Study § Refreshments – For trainings § Trainers – for professional development § Consultants – for professional development and/or program development § Transportation – for PD § ACET Conferences § Region 20 Directors Meetings	Campus and district will meet compliance reporting standards annually, campuses will meet mini-audit reporting at end of year, and district will pass all TEA reviews for federal and state funding.	Executive Director of External Programs, Student Services, and Purchasing	July 1, 2018 (NOGA) - August 31, 2019	T1		

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
4	External Programs 3: Resources & Supplies	Provide resources and general supplies to carry on the functions of External Programs and compliance requirements in an effective and efficient manner; including holding meetings, trainings, and technical support: ¶ General Supplies, ¶ Printing and Translating Services, ¶ Curricular Resources and supplemental materials	Campuses and district will have supplemental resources to effectively meet the standards for federal and state funding sources.	Executive Director of External Programs, Student Services, and Purchasing	July 1, 2018 (NOGA) - August 31, 2019	T1		
4	External Programs 4: Staff & Personnel	Provide specialized staff to support district and campus federal, state, and grant funding, purchasing, and compliance. § Campus support – travel § Professional development – travel § Program development – clerical general supplies and misc.	Campus and district will meet compliance reporting standards annually, campuses will meet mini-audit reporting at end of year, and district will pass all TEA reviews for federal and state funding.	Executive Director of External Programs, Student Services, and Purchasing	July 1, 2018 (NOGA) - August 31, 2019	T1		
4	External Programs 5: Professional Services	Provide resources and office supplies to carry on the functions of External Programs and district initiatives; including holding meetings, trainings, and technical support. § General Supplies § Office/Custodial Supplies § Printing and Translating Services § Curricular Resources and supplemental materials	Campus and district will meet compliance reporting standards annually, campuses will meet mini-audit reporting at end of year, and district will pass all TEA reviews for federal and state funding.	Executive Director of External Programs, Student Services, and Purchasing	July 1, 2018 (NOGA) - August 31, 2019	T1		
4	External Programs 6: Grant Services and Personnel	Provide grant services and monitor grant deliverables, including personnel for compliance.	District will meet all MOU/MOA and/or grant deliverables for external grant funding.	Executive Director of External Programs, Student Services, and Purchasing	July 1, 2018 (NOGA) - August 31, 2019	T4		
1.1	Fine Arts 1	ALL FINE ARTS INSTRUCTION WILL BE ENGAGING, FLEXIBLE, RIGOROUS, SUPPORTIVE AND RELEVANT TO COLLEGE, CAREER, AND MILITARY READINESS FOR ALL STUDENTS by increasing the number and quality of Fine Arts experiences and opportunities for all Fine Arts students in and outside of the school day.	Fine Arts lessons will be supportive of campus goals to include superior attendance, low discipline referrals, at least 95% eligibility, positive grade reports, excellent STAAR scores, and ultra-important "soft skills" of positive social interactions, positive communication, attendance, promptness, work ethic, striving for excellence, teamwork, win-win attitude, and other college and workplace advanced norms for success. Compare number of experiences from 2017-2018 to 2018-2019 with a 3-5% increase of experiences; Measure quality using the appropriate strand rubrics for scores; Use PEIMS data to measure indicators in comparison to non-Fine Arts students. The expectation is that Fine Arts scores and other indicators will be better than non-Fine Arts students; The increase in experiences will foster better "soft skills" that are not easily measured except for lower discipline referrals and increase in recognition for Fine Arts students accomplishing positive things-awards, etc. Develop a rubric to measure "soft skills". Develop a program such as "7 Habits" to develop "soft skills" potential.	Fine Arts Director	August 2018- July 2019	L-FA	\$25,000.00	
1.1	Fine Arts 2	INSURE ALL STUDENTS HAVE ACCESS TO QUALITY FINE ARTS INSTRUCTION including current best practices through ongoing professional development for all fine arts strands that includes, but is not limited to, Orff, Kodaly, Dalacroze, TAEA, TDEA, TMEA, TBA, TCDA, TODA, TETA, UIL trainings	Purchase orders, Workshop Request Forms, Certificates, Sign-In Sheets, external workshop monitoring with 100% of Fine Arts Staff participating in external workshop training.	Director of Fine Arts Richard Flores	August 2018- July 2019	L-FA	\$15,000.00	
1.2	Fine Arts 3	INCREASE NUMBERS OF STUDENTS IN EACH FINE ART STRAND through new recruitment strategies including Be Part of the Music, advertising, student/parent engagement opportunities, meetings, flyers, socials, etc.	Fine Arts strands will attain a 1% to 3% growth in enrollment numbers helping to increase the overall percentage of Fine Arts students compared to overall campus/district enrollments. using PEIMS and TXEIS data reports	Fine Arts Director	August 2018- July 2019	L-FA		
1.4	Fine Arts 4	IMPLEMENT A SYSTEM OF INSTRUCTIONAL IMPROVEMENT THAT FOCUSES ON PLANNING, INSTRUCTION, LEARNING ENVIRONMENT, PROGRESS MONITORING, AND GOALS SETTING with TTESS observation techniques, tools, training, etc. to develop plans for improvement based on individual needs and goals for stakeholders.	Teachers will engage in professional development specific to T-TESS and Fine Arts techniques as measured by workshop requests, sign-in sheets. The Fine Arts Director will increase the frequency of observations and feedback by 1% -3% in Fine Arts classrooms to assist teachers in continual improvement.	Director of Fine Arts Richard Flores	Aug. 2018-July 2019	L-FA	\$10,000.00	

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
1.6	Fine Arts 5	IMPROVE INSTRUCTIONAL RIGOR AND AUTHENTICITY OF LEARNING ENVIRONMENT by increasing the quality of strand through objective evaluations	Classroom observations, informal and formal assessments (observations & performances), and contests will be used by the Fine Arts Director to evaluate program success. The Fine Arts Director will also use formal assessments/evaluations provided by the various governing strand organizations such as Orff, TAEA, TDEA, UIL, TMAA, TMEA, TBA, TODA, TCDA, TETA, and other outside governing groups that provide formal evaluations to measure progress from year to year.	Fine Arts Director	August 2018- July 2019	L-FA		
2.1	Fine Arts 6	SUPPORT A "WE" CULTURE FOR ALL FINE ARTS STAKEHOLDERS THAT INCREASES POSITIVE INTERACTIONS WHILE REDUCING AND/OR ELIMINATING NEGATIVITY OR HARASSMENT by providing professional development, support, and resources for all staff on fostering this environment	Teachers will foster a climate of positive social interaction daily with all Fine Arts students using informal and/or verbal feedback from observations. Teachers will also use 9-week surveys and end-of-year surveys to measure the climate in the classroom. Comparisons of surveys of surveys will be used to measure progress.	Fine Arts Department All Fine Arts Teachers	August 2018- July 2019	L-FA		AHAB Protocols
2.2	Fine Arts 7	FINE ARTS TEACHERS WILL FOSTER A CLIMATE OF STUDENTS SUCCESS WHILE DEVELOPING INDIVIDUAL STUDENT LEADERSHIP through leadership seminars, assigning ever-increasing responsibilities, and providing leadership opportunities and positions.	Meaningful opportunities for leadership will be provided to all students with selected individuals able to hold leadership roles in the classroom and outside the classroom. These leadership positions will be determined by observation, written materials, auditions. At least 10% of the overall program strand student enrollment will hold leadership positions.	Fine Arts Director	August 2018- July 2019	L-FA		
2.2	Fine Arts 8	FINE ARTS STAFF WILL RECOGNIZE, VALUE, AND SUPPORT A SAFE AND POSITIVE SOCIAL ENVIRONMENT through professional development, resources, collaboration with the Counseling Department, on how to help recognize students requiring social and emotional help.	Fine Arts teachers will attend at least one professional development session in recognizing students who need social and emotional help. They will also collaborate with the Counseling Department to assist students in time of need. Sign in sheets will measure attendance with at least 90% of teachers attending.	Fine Arts Director	August 2018- July 2019	L-FA		AHAB Protocols
2.2	Fine Arts 9	SAFETY OF STUDENTS AND POSITIVE SOCIAL INTERACTIONS ARE A FOCUSED PRIORITY OF ALL FINE ARTS STAKEHOLDERS through systemic process and procedures both within the school and during school activities outside of the school day.	Fine Arts teachers will attend at least one professional development session on safety and systemic processes and procedures. Attendance will be measured through sign-in sheets with at least 95% attendance.	Director of Fine Arts Richard Flores Charmaine Davis Vanessa Ortega	August 2018- July 2019	L-FA		AHAB Protocols
2.4	Fine Arts 10	PROVIDE TARGETED SOCIAL EXPERIENCES FOR ALL STUDENTS THROUGH classroom, co-curricular, and extra-curricular activities that incorporate fun with social and emotional learning such as field trips, competitions, guest speakers, etc.	Teachers will continue providing targeted, social experiences for students and adding 1%-3% more. These will be measured by comparing the number of experiences from last year to this year using calendars, field trip requests, and inservice workshop forms.	Fine Arts Director	August 2018- July 2019	L-FA	\$20,000.00	
3.2	Fine Arts 11	UTILIZE MULTIPLE DISTRICT SUPPORTED COMMUNICATION TOOLS TO MAINTAIN EFFECTIVE COMMUNICATION WITH ALL STAKEHOLDERS including email, websites, newsletters, mail outs, phone calls, social media, Remind, Booster Clubs, etc.	Teachers will use multiple forms of media to communicate with all stakeholders measured by logs such as ECL. Each teacher will keep a portfolio of sample communication methods to be reviewed by the Fine Arts Director to ensure multiple methods of communication.	Director of Fine Arts Richard Flores Charmaine Davis Vanessa Ortega	August 2018- July 2019	L-FA		
3.3	Fine Arts 12	UTILIZE MULTIPLE DISTRICT SUPPORTED COMMUNICATION TOOLS TO PROMOTE FINE ARTS ADVANCES AND ACCOMPLISHMENTS through expectations for all Fine Arts staff	Every Fine Arts teacher will promote at least one student or program accomplishment in addition to producing at least 5 performances throughout the school year. These will be measured through media postings and performance promotion.	Director of Fine Arts Richard Flores Charmaine Davis Vanessa Ortega	August 2018- July 2019	L-FA		
4.1	Fine Arts 13	ENSURE A QUALITY FINE ARTS LEARNING ENVIRONMENT FOR ALL STUDENTS through advocacy and support to align staffing with best practices	Continue advocacy of Fine Arts for ALL students leading to an increased investment in Elementary Fine Arts where each school has an Art and Music teacher; expanded offerings in Art in upper level courses and to accommodate large numbers in Art 1; added Choir Directors for the added numbers in Choir initiative (year 3); expansion of Dance and Orchestra to middle school. This will be measured through increased enrollments from PEIMS and TXEIS reports. Success will be measured by showing increased staffing in Fine Arts.	Fine Arts Director	August 2018- July 2019			
4.1	Fine Arts 14	ENSURE A QUALITY FINE ARTS LEARNING ENVIRONMENT by providing support, materials, supplies, tutors, etc. to various classroom that enhance and extend the curriculum	Increased enrollments will require expanded operational budgets; Continue and maintain the music tutor program with an expansion for Choir support.	Director of Fine Arts Richard Flores	August 2018- July 2019	L-FA	\$500,000.00	Supplies
						L-FA	\$230,000.00	Tutors
4.2	Fine Arts 15	PROMOTE A CULTURE AND CLIMATE THAT VALUES ALL INDIVIDUALS by bringing Fine Arts experiences to students who are not Fine Arts students and to promote the Fine Arts, school spirit, pride, and positive school climate.	Each school will increase the number of performance offerings by 1%-3% to the school and community measured by calendars, program offerings, and social media promotions.	Fine Arts Director	August 2018- July 2019	L-FA		

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
4.3	Fine Arts 16	EXPAND MEANINGFUL FAMILY ENGAGEMENT THAT NURTURES AND REFINES STUDENTS ABILITIES AND INTEREST through continued implementation and improvement of the Summer Fine Arts Academy experience for all learners grades 3-12; that includes staffing, resources, training, materials, etc.	Widen offerings for the Summer Fine Arts Academy with advanced planning and preparation for all learners in grades 3-12, measured by comparing last year's offerings with this year's offerings and showing a 1%-3% increase in student enrollment.	Director of Fine Arts Richard Flores	Summer 2019	L-FA	\$100,000.00	Collaboration with school/district wide events
5.2	Fine Arts 17	PROVIDE ENGAGING OPPORTUNITIES FOR ALL FINE ARTS STAKEHOLDERS IN PARTNERSHIP WITH COMMUNITY OUTREACH AND PARTICIPATION EVENTS including Blue Santa, local events, city events, state events, and national events and recognition, parades, performances, etc.	Observations, surveys, enrollments, SWISD and state data, program assessments, and state program evaluations	Director of Fine Arts Richard Flores	August 2018- July 2019	L-FA	\$1,000.00	
						L-FA	\$50,000.00	Fundraising
5.2	Fine Arts 18	PROVIDE ENGAGING OPPORTUNITIES FOR PARENTAL AND COMMUNITY ENGAGEMENT IN ALL AREAS by increasing student performances, collaboration, and partnerships with Fine Arts strands and academic strands to increase participation at both Fine Arts & academic/community events	We will measure a 1%-3% increased number of patrons at community events as measured by counts, sign-in sheets, and parent surveys by including Fine Arts performances.	Director of Fine Arts Richard Flores	August 2018- July 2019	L-FA		Collaboration with school/district wide events
6.1	Fine Arts 19	ESTABLISH AND MONITOR THE EXPECTATIONS OF DISTRICT FINE ARTS STAFF DEVELOPMENT FOR UTILIZATION AND IMPLEMENTATION through observation, feedback, and surveys	Monitor teachers' adherence to District-led performance goals	Director of Fine Arts Richard Flores	August 2018- July 2019	L-FA	\$5,000.00	
6.1	Fine Arts 20	ENSURE ALL STUDENTS HAVE ACCESS TO QUALITY FINE ARTS INSTRUCTION through the implementation of certification and training expectations aligned to all Fine Arts roles that includes, but is not limited to CEDFA, Orff, TBA, TCDA, TODA.	Purchase orders, Workshop Request Forms, Certificates, Sign-In Sheets, external workshop monitoring with select Fine Arts Staff participating in external workshop training.	Director of Fine Arts Richard Flores	Summer 2019	T4	\$11,000.00	L-FA 4000.00
6.2	Fine Arts 21	PROVIDE ONGOING SUPPORT FOR FINE ARTS TEACHERS through the implementation of mentorships and PLCs	Using meeting agendas and meeting minutes, establish progress goals for all teachers	Director of Fine Arts Richard Flores	August 2018- July 2019	L-FA		
6.3	Fine Arts 22	BUILD THE CAPACITY OF FINE ARTS LEADERSHIP through the development and implementation of a train-the-trainer professional development and redeliver system	Periodically, teachers will serve as teachers of teachers by re-delivering instruction from workshops. Teachers will also be offered opportunities to lead small groups, strands, and mentor/monitor other teachers	Director of Fine Arts Richard Flores	Aug. 2018-July 2019	L-FA	\$15,000.00	
6.4	Fine Arts 23	PROVIDE DATA-DRIVEN, GOAL FOCUSED PROFESSIONAL DEVELOPMENT TO ALL TEACHERS through research and data analysis of district, campus, and individual goals, expectations and trends	Monitor progress through observations, formal and informal conferences, and building teacher capacity through student performance observations using travel allowance, campus sign in sheets, program evidence.	Director of Fine Arts Richard Flores	August 2018- July 2019	L-FA	\$15,000.00	
1.1	Gifted & Talented 1	ENSURE TEACHERS MEET THE NEEDS OF GIFTED/TALENTED LEARNERS through differentiation and providing an array of challenging learning experiences that connect to interests, abilities, and strength areas of gifted students	100% of all campuses will participate in Genius Hour/TPSP projected. Evidence of student work and sign-in sheets will be collected.	A. Morales & L. Lamm	Aug 2018-June 2019	L-GT	\$1,000.00	
1.6	Gifted & Talented 2	ENSURE GIFTED STUDENTS PARTICIPATE IN RIGOROUS LEARNING EXPERIENCES THAT ARE USE DEEP THINKING AND COMPLEX PROBLEM SOLVING SKILLS through the implementation and support of various programs including Genius Hour	Implementation of strategies learned through GT professional development, DOK professional development will be monitored through walkthroughs using the strive checklist. 100% of teachers will provide differentiation to GT students.	A. Morales & L. Lamm	May 2018-July 2019	L-GT	\$1,000.00	
3.2	Gifted & Talented 3	ENGAGE PARENTS OF GIFTED AND TALENTED STUDENTS through clear, concise, and timely communication in a variety of mediums including written newsletters, open house presentations, etc.	Increase parent engagement of GT students to at least 25% as documented through open-house sign-in sheets, Genius Hour presentation sign-in sheets, Google Surveys, etc.	A. Morales & L. Lamm	Fall 2018	L-GT	\$2,000.00	
3.3	Gifted & Talented 4	EXPAND GENIUS HOUR PROJECTS INTO A SHOWCASE PROGRAM THAT SOLICITS FEEDBACK FROM BUSINESS AND COMMUNITY MEMBERS AND HIGHLIGHTS SUCCESSES OF SWISD G/T STUDENTS	100% of campuses will solicit feedback for their students' Genius Hour Projects. Implementation will be monitored through sign-sheets of feedback meetings/presentations.	A. Morales & L. Lamm	Aug 2018-May 2019	L-GT	\$1,000.00	
4.1	Gifted & Talented 5	SYSTEMATIZE GUIDELINES AND PRACTICES OF DISTRICT AND CAMPUS GIFTED AND TALENTED PROGRAMS through the creation and distribution of the SWISD Gifted and Talented Handbook	GT handbook will be distributed to 100% of campuses through their principal and/or GT campus lead and documented through PO and sign-off sheets.	A. Morales & L. Lamm	Aug 2018	L-GT	\$1,000.00	
4.1	Gifted & Talented 6	SUPPORT AND IMPROVE EXPECTATIONS OF THE GIFTED AND TALENTED PROGRAM AT EACH CAMPUS through an assigned administrator and lead at each campus that attends G/T meetings and delivers information to all campus personnel	100% of campuses will have an assigned administrator and campus lead. Campuses will have representation at 100% of the GT meetings. Sign-in sheets will be used as evidence of implementation.	A. Morales & L. Lamm	Aug 2018-June 2019	L-GT	\$1,000.00	

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
4.1	Gifted & Talented 7	SUPPORT, IMPLEMENT, AND IMPROVE GIFTED AND TALENTED INCLUDING CURRICULUM ALIGNMENT, IMPLEMENTATION, AND DATA ANALYSIS through district staff (Specialist - 2; Director - 1)	Specialist will support 100% campuses in their identification, testing, and differentiation. Campus, PCL, one-on-one sign-in sheets, Kronos, AESOP, etc. will document implementation.	Director of Advanced Academics, Executive Director of Secondary	August 2018-May 2019	L-GT	\$155,000.00	Specialist - 2
						L-GT	\$43,000.00	Director - 1
4.2	Gifted & Talented 8	ENSURE THE SWISD GIFTED AND TALENTED PROGRAM SUPPORTS CULTURAL PROFICIENCY TO RECRUIT AND RETAIN STUDENTS IN UNDERREPRESENTED POPULATIONS through targeted professional development that ensure teachers are proficient in recognizing, identifying and recommending students	100% of teachers servicing GT students will attend required professional development that includes identifying and servicing students in underrepresented populations. Sign-in sheets will serve as documentations.	A. Morales & L. Lamm	Aug 2018-July 2019	L-GT	\$15,000.00	
6.1	Gifted & Talented 9	MAINTAIN A DISTRICT-WIDE PROFESSIONAL DEVELOPMENT PLAN THAT ENSURE ALL TEACHERS OF GIFTED STUDENTS MEET THE MINIMUM EXPECTATIONS AND ANNUAL UPDATES through CO-OPs and memberships with a variety of resources including ESC 20 and TAGT	100% of teachers providing GT services to GT students will maintain their 30 hours/6-hour update. Sign-in sheets will be collected as evidence.	A. Morales & L. Lamm	Aug 2018-July 2019	L-GT	\$8,000.00	TAGT
						L-GT	\$20,000.00	Region 20 Coop/Consultant Fees
6.3	Gifted & Talented 10	BUILD CAPACITY OF LEADERSHIP IN GIFTED AND TALENTED PROGRAMS by presenting PD and attending professional conferences and trainings, including ESC 20, TAGT, NAGT, etc.	100% of GT campus admin will attend GT admin professional development at Region 20. Certificates of completion will be collected.	A. Morales & L. Lamm	Aug 2018-May 2019	L-GT	\$20,000.00	
1.1	Guidance & Counseling 1 - Guidance Curriculum	DEVELOP GUIDANCE CURRICULUM AND SCOPE & SEQUENCE by developing and coordinating the "Guidance -Curriculum" through a team of 12 counselors that will meet throughout the Fall, Spring & Summer.	Develop 4-7 (or more) lessons during the Fall semester based around Character Ed, Bully Awareness & Drug Awareness. and 4-8 lessons (or more) during the Spring semester based around Suicide Prevention, Healthy Relationships & College and Career Readiness. The Meeting agendas, sign-in sheets, and guidance lessons created will be uploaded in Google	Director of Guidance & Counseling, G&C Curriculum Writing Counselor team, GCAT-Curriculum members	July 2018-July 2019	T1-GC	\$21,00.00- \$24,000.00	
1.2	Guidance & Counseling 2	PROVIDE OPPORTUNITIES AND EXPOSURE TO DEVELOP INFORMED PERSONAL LEARNING PATHS through researching all college and career options	Increase junior and senior level visits to Cafe College by 10% from previous year. Success will be monitored through sign in sheets and data provided by P16 initiatives. Agendas, calendar dates of classroom visits, assemblies, college fair, career fair, and other opportunities will also be used as proof and to measure attendance and completion.	Director of Counseling, GCAT, CCR team through direction of Directors	September 2018 - June 2019	L-HSA	\$3,000.00	
1.2	Guidance & Counseling 3	PROVIDE OPPORTUNITY FOR STUDENTS TO MAKE INFORMED DECISIONS ABOUT THEIR GOALS AND FUTURE by completing a student-counselor conference. This conference will review student's PGP and confirm their Endorsement and Pathway selection, along with any/all Advanced Academics courses.	100% of 8th-12th grade students will complete/review their PGP with a counselor. All 8th-12th grade counselors will confirm the student's Endorsement and Pathway during the grade level student conferences. These confirmation PGP/Four Year Plans will be saved in TxEIS and a paper copy will be housed in a binder in the Counseling office. Student sign in sheets will also be stored in the binders.	Director of Counseling, GCAT Lead and GCAT Team. MS & HS Counselors will be trained on completing and collecting this data.	October 2018 - June 2019	L-GC	\$1,000.00	
1.3	Guidance & Counseling 4	PROVIDE OPPORTUNITIES AND EXPOSURE TO A VARIETY OF RESOURCES, INCLUDING online TOOLS that can be used to research, plan and use for their post secondary career.	Increase Senior College Apps by 20% from previous year. Increase FAFSA completion by 10-20%. Target 25% of the Junior class to complete a login account with College Board and/or other post secondary programs available.	Director of Counseling, GCAT Lead and GCAT Team. MS & HS Counselors will be trained on completing and collecting this data.	Aug. 2018 - June 2019	L-HSA	\$1,000.00	
1.4	Guidance & Counseling 5	ENSURE PROFESSIONALISM AND GROWTH OF COUNSELORS through updated and state-aligned evaluation system for counselors to include training on the updated Texas Counseling Model Guide, 5th Edition	100% of counselors will go through a training on the Evaluation Form and will determine the components and areas that they will be evaluated on. Provide LMS sign in sheets, agendas, and certificate of training. Each counselor will receive a copy of the "New" Evaluation Form.	Director of Guidance & Counseling, Outside Consultant	September 2018 - June 2019	T2-GC	\$1,000.00	

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
1.5	Guidance & Counseling 6	INCREASE STUDENT LEARNING SUCCESS by providing exposure and opportunities for students to develop the "soft skills" needed to compete in college and in the career fields by developing the student's growth mindset through the incorporation of P.R.I.D.E.: Passion, Respect, Integrity, Determination and Empowerment.	Campus Counselor will provide Guidance lessons, calendar, counselor logs indicating when and how delivery of each character ed lesson (P.R.I.D.E.) was delivered (rotation, specials, assembly, classroom. All campuses will deliver at minimum one lesson/activity for each of the character values (Passion, Respect, Integrity, Determination, Empowerment).	Coordinator of Guidance & Counseling, Counselors, Administrators, Teachers	August 2018- June 2019	L-GC	\$1,000.00	
1.5	Guidance & Counseling 7	CREATE MULTI-FACETED LEARNING EXPERIENCES THAT ENSURE STUDENTS ACQUIRE COLLEGE AND CAREER READINESS SKILLS through professional development, common vocabulary, look-fors, etc. for counselors, admin, and teachers	100% of Middles and High schools will provide College Readiness (CCR) training to staff. 100% of ALL Counselors (elementary included) will receive training on CCR and log the training through LMS sign in sheets, certificate of training. Trained administrators and counselors will have a take away with information about district CCR listing. At each campus, staff will take away information of CCR initiatives at their campus such as Weekly Activities and Calendar of Events.	Coordinator of Guidance & Counseling, Campus Counselor (s), Campus Administrator	August 2018- June 2019	L-GC	\$2,000.00	
2.1	Guidance & Counseling 8	INCREASE STUDENT AND COMMUNITY AWARENESS, ACTION, AND PREVENTION OF BULLYING, CYBERBULLYING, AND HARASSMENT through campus guidance lessons, school-wide Anti-Bullying campaigns, and district wide activities through the AHA-B committee.	100% of campuses will deliver at least one lesson during Bully Prevention/Awareness week and will have weekly activities promoting the prevention of bullying. 100% of campuses will participate in campus and district wide activities in the AHA-B event.	Director of Counseling, AHA-B Committee, Counselors, Administrators	October 2018 - May 2019	T1-GC	\$40,000.00	
2.3	Guidance & Counseling 9	IMPLEMENT AND EXPAND CHARACTER ED AND LEADERSHIP LESSONS FOR STUDENTS through the district's adopted Core Values of P.R.I.D.E. (Passion, Respect, Integrity, Determination, Empowerment) and Leader In Me Program	Increase Guidance Curriculum delivery by at least 10% at each campus, from the previous year's percentages. Character Ed lessons are part of the Guidance Curriculum which is planned, coordinated, implemented and supported by administration to ensure that all students receive the lessons. These lessons are to be evident on the scheduled on the counselor's calendar, logs and school calendar. Classroom attendance will be used for documentation along with the Counselor Log entries made by counselors.	Director of Counseling, GCAT	September 2018 - June 2019	L-GC	\$2,000.00	
2.3	Guidance & Counseling 10	INCREASE THE GUIDANCE CURRICULUM COMPONENT AT ALL LEVELS to reflect the state's recommended percentages: Elementary= 40%; MS=30% ; HS=15%	Implementation success will be measured using the Google Counselor Log. The following percentage increases will be the target. 2017-2018: Elementary: was at 20% (state recommends: 40%); MS: was at 5% (state recommends 30%); HS: was at 3% (state recommends 15%).Guidance Curriculum is planned, coordinated, implemented and supported by administration to ensure that all students are receiving guidance lessons. These lessons are scheduled on the counselor's calendar, logs and school calendar. Classroom attendance will be used for documentation.	Director of Counseling, GCAT	September 2018 - June 2019	L-GC	\$500.00	
3.2	Guidance & Counseling 11	ENSURE CLEAR COMMUNICATION OF GUIDANCE AND COUNSELING PROGRAM PLANS, ANNOUNCEMENTS, UPDATES, ETC. AT ALL LEVELS AND CAMPUSES through a variety of mediums including parent/community meetings, electronic messaging, and district/campus websites	Implementation success will be monitored through the collection of Sign in sheets and surveys that will be available at Parent Involvement activities, while having table set-ups at Open House and/or Meet the Teacher nights at each campus. The information is to include the link to the webpage.	Director of Counseling, GCAT . Campus Counselors will be given the expectation/direction to do this through fact to face or electronic training/message.	August 2018- July 2019	T1-GC	\$3,000.00	Parent Involvement
3.2	Guidance & Counseling 12	IMPROVE COMMUNICATION WITH THE COMMUNITY by establishing the counselor's webpage and Newsletter.	100% of campuses will update the Counseling webpage in the Fall & Spring and will send out a newsletter with the webpage link in an effort to increase visits/views to website. A survey will be made available for parents to complete.	Director of Counseling, Counselor Leads will communicate information to Director of Guidance through survey results.	Aug. 2018 - June 2019; Newsletter: September, January, May	T1-GC	\$1,000.00	
3.4	Guidance & Counseling 13	PROMOTE AND HIGHLIGHT THE DISTRICT'S CHARACTER EDUCATION PROGRAM OF P.R.I.D.E. and how it will be implemented throughout the year by sharing success with the community in a variety of mediums.	Delivery of information success will be monitored through Sign in sheets at parent meetings. 85% of campuses will be expected to post on Facebook, Twitter and other venues. 100% of campuses will have a poster campaign promoting P.R.I.D.E.	Director of Counseling, GCAT		L-GC	\$5,000.00	

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
4.1	Guidance & Counseling 14	INCREASE THE NUMBER OF STUDENTS THAT ARE ON TRACK TO GRADUATE, AND MEET ATTENDANCE REQUIREMENTS by auditing each student and having checkpoints that document student's progress and developing/updating the four year plan accordingly.	Implementation success will be monitored through the completion of Transcript audits, one on one student/counselor conferences. 100% of student's transcripts will be audited and Cross-checks will be done for double checking.	Coordinator of Guidance & Counseling, Counselors	August 2018-June 2019	L-HSA	\$1,000.00	
4.1	Guidance & Counseling 15	Establish Leads TO MONITOR, GUIDE, AND COORDINATE THE COUNSELOR PROGRAM DEVELOPMENT AND IMPLEMENTATION through observations, needs assessments, and evaluations	All 5 Counselor Leads will attend 100% of the staff development and coordination meetings/trainings. Implementation of Guidance will be monitored by the Leads through data logs, surveys and one on one monitor meetings. Develop a monitor/evaluation system to be used by the "Leads", with checkpoints throughout the year.	Coordinator of Guidance & Counseling, Elementary Counselor Lead(s), GCAT Lead	August 2018-July 2019	L-GC	\$8,000.00	
4.1	Guidance & Counseling 16	ENSURE A QUALITY LEARNING ENVIRONMENT BY IMPLEMENTING PRACTICES FROM TRAUMA INFORMED SCHOOLS through training for key staff and monitored implementation	Implementation success will be monitored through Training Sign In sheets and/or certificates of completion. 100% of Counselors will complete Trauma Informed training(s) provided by district, CIS, Region 20 or other outside sources.	Coordinator of Guidance & Counseling, CIS (Communities in Schools)	by October 2018	T2-GC	\$1,000.00	
4.2	Guidance & Counseling 17	BUILD SOCIAL EMOTIONAL SKILLS IN STUDENTS TO IMPROVE THE CAMPUS CULTURE TO ONE THAT VALUES ALL INDIVIDUALS by increasing counselor visibility, face-to-face student-counselor time, guidance lessons, video lessons on website, etc.	Counselor login sheets and Counselor log entries showing that at least 80% of students have met face to face with their counselor in individual or group sessions.	Director of Guidance & Counseling, Counselors	August 2018-June 2019	L-GC	\$500.00	
4.2	Guidance & Counseling 18	PROMOTE A HEALTHY AND SAFE ENVIRONMENT IN SCHOOLS AND THE COMMUNITY by providing activities and lessons for students, staff and parents on Healthy Relationships/Friendship and highlighting awareness of Dating Violence, Accepting differences & Respect)	Implementation success will be monitored through completion of the Counselor's log data, classroom attendance and sign in sheets for parent session(s). 100% of campuses will provide activities and/or lessons.	Director of Counseling, Training will be delivered to all Counselors so that implementation at campuses can be supported by Administrators, Staff	February 2018-2019	L-GC	\$500.00	
4.3	Guidance & Counseling 19	INCREASE SCHOLARSHIP OPPORTUNITIES FOR SENIOR through a target focus group (Top 20% Seniors), training/learning sessions for parents and students on College Readiness. "College U" (FAFSA, TSI, Apply Texas, Scholarships).	Increase the scholarship award total for the senior class to \$5 million for the 2018-2019 school year. CCR team at each high school will monitor this through sign in sheets, Tracking Master List, Counselor logs, P16 & Diplomas data.	Director of Counseling, Training will be delivered to all Counselors so that implementation at campuses can be supported by Administrators, Staff	October 2018 - June 2019	L-HSA	\$20,000.00	Superintendent Fund?
5.2	Guidance & Counseling 20	PROVIDE OPPORTUNITIES FOR PARENT AND COMMUNITY ENGAGEMENT through the Guidance & Counseling program and continue to provide opportunities for parent/community participation to include the AHA-B culminating event.	Increase parent participation at each campus by at least 10%. Implementation will be monitored through campus sign in sheets for each event/meeting/training, surveys completed by parents, SWISD and state data, program assessments, and state program evaluations	Director of Counseling, GCAT & Leads through direction/training from Director	August 2018-July 2019	L-GC	\$1,000.00	
5.2	Guidance & Counseling 21	INCREASE PARENT/COMMUNITY INVOLVEMENT THROUGH THE GUIDANCE & COUNSELING PROGRAM by encouraging business and community members to be involved in providing trainings, lessons and incentives. (Bully Prevention, Suicide Awareness, Healthy Relationships, Drug Awareness and College & Career Readiness).	Success of implementation will be monitored and measured by event sign-in sheets, and parent surveys. An increase of at least 10-15% participation will be the goal and collaboration with different programs and community events will be coordinated. Collaborate with Fine Arts, Athletics and CTE departments.	Coordinator of Guidance & Counseling, Counselors, Administrators, Program Directors/Coordinators/Teachers	August 2018-June 2019	T4	\$18,000.00	

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
5.3	Guidance & Counseling 22	ESTABLISH GUIDANCE AND COUNSELING SURVEYS to gather community needs and develop parent learning sessions.	Collect at least 30% of parent needs assessment surveys during the Fall semester to use and establish parent sessions that will be presented throughout the year.	Coordinator of Guidance & Counseling	August 2018-June 2019	L-GC	\$1,000.00	
6.3	Guidance & Counseling 23	BUILD CAPACITY OF GUIDANCE AND COUNSELING STAFF IN BEST PRACTICES through participation in a variety of professional development opportunities including ESC 20, TCE and affiliate conferences, CollegeBoard, etc.	100% of counselors will participate in at least 2 out of district trainings/workshops to increase their professional development. 100% of counselors will redeliver learning to all counselors. Sign-In sheets, agendas & certificates will be used to demonstrate participation.	Director of Counseling, GCAT & Leads through direction/training from Director	August 2018-July 2019	T2-GC	\$7,000.00	
6.3	Guidance & Counseling 24	BUILD CAPACITY OF ALL COUNSELORS, ADMINISTRATORS, AND STAFF through current and relevant professional development opportunities include best practices and state required topics including bullying, suicide, healthy relationships, college and career readiness, and character ed.	Success of implementation will be monitored using staff training/awareness sign in sheets. At least 75% of staff at each campus will be trained on the required topics for classroom redelivery and for increase awareness and knowledge throughout campuses.	Coordinator of Guidance & Counseling, Counselors, Administrators and teachers	August 2018-July 2019	T2-GC	\$1,000.00	
1.1	Instructional Technology 1	INCREASE STUDENT LITERACY through practice of the skills using technology beyond traditional "in-school" expectations - increase at home technology usage for learning	Software Reports, Device Check-Out Reports, establish baseline of "at-home" use during first semester at pilot campus(es); increase by 5% in second semester	Instructional Technology Director, Specialists, Tech Facilitators,	August 2018-May 2019	L-IT	\$3,000.00	
1.5	Instructional Technology 2	ENSURE ALL SWISD PRACTICE DIGITAL LITERACY SKILLS NEEDED FOR FUTURE SUCCESS through updates and alignment of the Digital Citizen strand with the new SWISD Digital Literacy Program aligned with TEKS and ISTE Standards for Students that includes learning through reading, writing, listening, speaking, and thinking.	Digital Citizenship curriculum on District Intranet site, report on completion of minimum requirements for eRate compliance of 100% student participation, Google Classroom Course, Badging Report establishing baseline in new Digital Literacy Program	Instructional Technology Director, Specialists, Tech Facilitators	June 2018-May 2019	T2	\$10,000.00	consultants
1.6	Instructional Technology 3	IMPROVE CLASSROOM LITERACY INSTRUCTIONAL PRACTICES through training, implementation expectations, support and monitoring of effective integration of technology best practices using listening, speaking, reading, writing, and thinking	Professional Development Reports - establish baseline, STRIVE reports - establish baseline, HyperDrive Reports - showing 25% of participants using skills from HDAcademy within first semester	Instructional Technology Director, Coordinators, Specialists	June 2018-May 2019	L-IT	\$10,000.00	
3.2	Instructional Technology 4	ENAGAGE AND REACH PARENTS AND STUDENTS THROUGH DIGITAL MEDIUM through programs like Remind and Classroom and facilitate usage through support, training and monitoring for all staff	Training and/or Badge reports, Remind and Classroom monitoring reports, feedback on engagement surveys Remind usage stats showing 10% increase annually, Badge monitoring, increase teacher badging in these programs by 5%, collect data and feedback on student and teacher surveys - establish baseline	Director Inst. Tech, Specialists, Tech Facilitators	August 2018-May 2019	L-IT	\$40,000.00	Remind School Program
4.1	Instructional Technology 5	SUPPORT AND IMPROVE EXPECTATIONS OF DIGITAL LITERACY AT EACH CAMPUS through designated tech facilitator(s) at each campus that distributes information, supports district and campus tech initiatives, supports teachers, and implements digital literacy in classroom lessons.	Digital Literacy Lesson completion rate - establish baseline; Digital Learning Lead Expectations completion - establish baseline	Director of Inst Tech, District Web Master	August 2018-May 2019	IMA	\$46,000.00	TF Stipend
4.1	Instructional Technology 6	SUPPORT, IMPLEMENT, AND IMPROVE DIGITAL LITERACY FOR ALL STUDENTS INCLUDING CURRICULUM ALIGNMENT,IMPLEMENTATION, AND DATA ANALYSIS through district staff (Director - 1, Coordinator - 3)	Kronos, AESOP, Digital Literacy levels - baseline year	Director of Inst Tech, Elementary Ex. Dir.	August 2018-May 2019	IMA		Director, 2 coord.
						L-IT		1 coord.
6.1	Instructional Technology 8	BUILD AND EXPAND THE LEADERSHIP AND INSTRUCTIONAL TECHNOLOGY CAPACITY OF THE INSTRUCTIONAL TECHNOLOGY STAFF through quality training and research followed by implementation of learning, and monitoring of implementation	DLT Micro-Credential Goals - 100% of Year 2 goals; Reflection report from PD/conferences attended indicating an idea to improve the SWISD Instructional Tech Program - 100% completion of reports	Director of Instructional Technology	July 2018-June 2019	IMA	\$5,000.00	TCEA, etc

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
						L-IT	\$5,000.00	
6.3	Instructional Technology 9	ESTABLISH AND MONITOR TARGETED DIGITAL LITERACY GOALS BY ESTABLISHING SPECIFIC MICRO-CREDENTIAL (BADGING) PROGRAMS THAT MEET THE EXPECTATIONS FOR UTILIZATION AND IMPLEMENTATION through a variety of learning, collaborating, and reflection opportunities.	Badge reports - baseline; professional development attendance that leads to implementation and designated badges - baseline; survey feedback on targeted badging programs - at least 60% positive	Director of Instructional Technology	July 2018-June 2019	T2	\$45,000.00	Badging Software
6.5	Instructional Technology 10	EXPAND TARGETED TRAINING OPPORTUNITIES through exploration and implementation of a variety of training modalities and providing learning opportunities in at least 2 modalities.	50% of all Instructional Tech Professional development will be available in at least 2 different formats/modalities. Eduphoria Reports, Website, Professional Development Reports, CPR Card	Director of Instructional Technology	July 2018-June 2019	L-IT	\$2,500.00	
1.1	Library Services 1	INCREASE ACCESS TO LITERACY TOOLS by providing training to staff and students on library resources	Increase library digital resources usage by 10%; Destiny Follett and Chalkdust will be used to determine usage increase	Director of Library Services	August 2018-June 2019			
1.5	Library Services 2	CULTIVATE MULTI-FACETED LITERACY OPPORTUNITIES FOR K-4 STUDENTS through the SA READS tutoring program	Station Data used to determine progress; SAReads will keep track of data and report to Library Director progress made-establishing a baseline	Director of Library Services, Literacy Coordinator	August 2018-June 2019	T1	\$2,000.00	
3.3	Library Services 3	INFORM ALL STAKEHOLDERS OF LIBRARY ADVANCEMENTS, OPPORTUNITIES, RESOURCES, ETC. THROUGH A VARIETY OF MEDIUM including library websites available through campus websites, newsletters, etc.	100% of the libraries will have a link to the library web site on their campus web page; At the minimum-2 newsletters; Will be tracked through Library Expectations submitted to Library Director	Director of Library Services	August 2018-July 2019			
4.1	Library Services 4	ENSURE ALL CAMPUS LIBRARIES ARE QUALITY LEARNING ENVIRONMENTS by providing equitable access to library resources, including: TexQuest, EBSCO, PrepSTEP, TumbleBook, Capstone Interactive Books, Destiny Library Manager, print material to include books and newspapers	10% increase in the use of library resources to include digital and print; Follett Destiny will be used to determine usage increase from last SY to current SY	Director of Library Services	August 2018-June 2019	L-LIB	\$218,715.00	
4.2	Library Services 5	ENSURE ALL STUDENTS HAVE ACCESS TO APPROPRIATE LITERACY MATERIALS by increasing the number of high-quality, multicultural Spanish language books in circulation	Increase number of Spanish reading material by 2 per student; Bil/ELL enrollment count and Follett Destiny will be used to track Bilingual material and will be used to determine if material increased by 2	Director of Library Services	August 2018-June 2019	L-LIB	\$3,211.00	
5.2	Library Services 6	PROVIDE ENGAGING OPPORTUNITIES FOR PARENTS AND COMMUNITY MEMBERS THROUGH LIBRARY RESOURCES AND COMMUNITY PARTNERSHIP including a book fair, "Little Read Wagon", story time, Bexar County Digital Learning Team presentations, after hours availability, etc.	At the minimum, 11 libraries will host a Family Night at the Book Fair; Increase the number of families attending the Little Read Wagon workshop by 5; 100% of secondary libraries will sign up at the minimum 50 new library card holders; 100% of campuses will host a book fair, 100% of elementary campuses will host "Little Read Wagon", 100% of secondary campuses will host Bexar County Digital Library presentation; Sign in sheets will be used to track parent participation; Library applications will be used to track number of new library card holders; Sign in sheets will be used to track number of secondary campuses hosting the Bexar County Digital Library	Director of Library Services	September 2018-May 2019			
6.1	Library Services 7	ESTABLISH AND MONITOR DISTRICT LIBRARY PROFESSIONAL DEVELOPMENT EXPECTATIONS through the creation of a library advisory committee	Committee will meet every 6 weeks to determine professional development needs of library staff; a survey will be conducted to determine needs and a survey will be conducted to determine success of the professional training	Director of Library Services	August 2018-June 2019			
6.5	Library Services 8	BUILD THE CAPACITY OF CAMPUS LIBRARIANS IN RESEARCH-BASED AND INNOVATIVE PRACTICES through a variety of professional development opportunities based on library state standards	Minimum sessions-2 to equal 6 hours plus for each in and out of district. New librarians are required to attend an additional 2 day of target professional development in district; Library State standards will be used to determine level of proficiency	Director of Library Services	August 2018-June 2019	L-LIB	\$8,450.00	
1.1	Special Education 1	ENSURE ALL SPECIAL EDUCATION STUDENTS RECEIVE LITERACY FOCUSED INSTRUCTION THAT PREPARES THEM FOR THE FUTURE by maintaining students participation in intervention programs	100% of special education students who fail a state assessment will be provided an intervention program as evidenced through their IEP.	Campus administration	8-1-18 thru 7-31-19	ID-B	\$100,000.00	
1.1	Special Education 2	ENSURE STUDENTS IN INCLUSION ENVIRONMENTS RECEIVE QUALITY INSTRUCTION through inclusion support that includes staff, scheduling, and professional development in utilizing the Stetson model of inclusion	100% of Special Education students will receive quality services as determined by grades, IEP report card and performance on state assessment.	Executive director, director, coordinator, and campus administrator	7/31/18 - 8/1/19	ID-B	\$100,000.00	

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
1.2	Special Education 3	ENSURE QUALIFIED SPECIAL EDUCATION STUDENTS HAVE OPPORTUNITIES TO EXPLORE AND MAKE DECISIONS ABOUT FUTURE OPPORTUNITIES by expanding the SET Secondary Program	Increase the number of eligible graduates that register and attend the SET program by 5% as measured by PEIMS attendance data.	Executive director, director and coordinator	8-1-18 thru 7-31-19	ID-B	\$100,000.00	
						ID-B	\$300,000.00	
2.2	Special Education 4	CULTIVATE A SAFE AND POSITIVE ENVIRONMENT BY SUSTAINING AND UPDATING SAMA PROGRAM through train the trainer programs, campus expectations, and support	Sustaining and updating SAMA will be tracked by maintaining Eduphoria sign in sheets and maintaining a database to track SAMA certified staff which will ensure compliance for crisis intervention.	Director of Social & Emotional Development	7-1-18 thru 8-1-19	ID-B	\$100,000.00	
2.2	Special Education 5	ESTABLISH A POSITIVE SCHOOL EXPERIENCES AND BEHAVIOR REDIRECTION program by providing training, materials, and support for a behavior redirection pilot program	A program will be selected, training will occur as evidenced by sign-in sheets.	Director of Social & Emotional Development	7-1-18 thru 8-1-19	ID-B	\$10,000.00	
3.1	Special Education 6	ENSURE THE INTEGRITY AND DEPENDABILITY OF SPECIAL EDUCATION COMMUNICATION by supporting and monitoring efficient and consistent management of required paperwork and tracking of progress for students in special education on all campuses using eSped throughout each semester.	The Special Education program will be utilized on all campuses by special education staff and will increase compliance of timelines for annual ARD meetings and evaluations to a 100% as determined by Snapshot PEIMS/TXEIS data.	ARD Facilitators, Case manager, Coordinators	7-1-18 thru 8-1-19	ID-B	\$80,000.00	
3.2	Special Education 7	PROVIDE COMMUNICATION FOR THE CHILD FIND PROCESS IN A VARIETY OF MEDIUMS including website, pamphlets, etc.	The Child Find process will be published on website, district mail outs, student handbook and information provided to schools.	Executive Directors, Director, Coordinator, and campus administration	7-1-18 thru 8-1-19	ID-B	\$500,000.00	
4.1	Special Education 8	ENSURE ALL IEP GOALS ARE SUPPORTED through Special Education Staffing, instructional materials, support materials, etc.	100% of students will make progress on annual IEP goals as monitored by Special Education teachers through grades and IEP progress reports.	Executive director, director, coordinator, campus administration	8-1-18 thru 7-31-19	ID-B	\$2,000,000.00	
						L-SPED	\$8,000,000.00	
						L-SPED	\$1,000,000.00	
						ID-B	\$200,000.00	
4.1	Special Education 9	ENSURE 3-5 YEAR OLD STUDENTS ARE IN PPCD PROGRAMS ARE BEING PREPARED TO RECEIVE PK/K SERVICES IN GENERAL EDUCATION SETTING through specialized supports, speech services, pilot integrated 3-4 year old program, etc.	Increase the number of PPCD students in a less restrictive environment by 10% as measured by PBMAS. Increase the number of PPCD speech student (Pre-K, K) receiving speech services in a general education classroom by 10% as evidenced by PEIMS/TXEIS/eSped PPCD Locator reports,	Executive Director, Director, Coordinators, Campus Administrator, Speech Therapists, Teachers	8/1/18-7/31/19	ID-B	\$200,000.00	
						ID-B	\$200,000.00	
5.2	Special Education 10	PROVIDE OPPORTUNITIES FOR SPECIAL EDUCATION STUDENTS TO PARTICIPATE IN EXTRACURRICULAR EVENTS AND ACITIVITES, INCLUDING THOSE THAT ELICIT PARENTAL/COMMUNITY INVOLVEMENT such as SW Olympic Fiesta and Special Olympics	Each campus will participate in Olympic Fiesta resulting in a 5% overall increase in student athletes as measured by the final student roster.	Coordinators, Campus administrators and teachers	7-1-18 – 8-1-19	ID-B	\$15,000.00	
5.2	Special Education 11	SUPPORT THE NEEDS OF SPECIAL EDUCATION AND THEIR FAMILIES through ongoing parent training	Increase parent participation by 10% at each parent training event as measured by sign-in sheets	Director, Campus administrator and teachers	7/1/18-8/1/19	ID-B	\$10,000.00	
6.1	Special Education 12	ESTABLISH AND MONITOR THE IMPLEMENTATION OF BEST PRACTICES THAT ENHANCE STUDENT PERFORMANCE through research-based, goal-oriented professional development	The professional development will be measured by staff sign-in sheets. The number of students that meet indicator 2 will increase by 5%	Executive director, director, Coordinators, campus administrators	7-31-18 thru 8-1-19	ID-B	\$100,000.00	

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
6.3	Special Education 13	BUILD CAPACITY OF DISTRICT AND CAMPUS ADMINISTRATION ON PBMAS INDICATORS THAT TRACK DISPROPORTIONATELY FOR DISCIPLINE PLACEMENTS through training on indicators and strategies for areas of concern	Reduce special education disciplinary placements by 10% as evidenced on PBMAS in ISS, OSS, and DAEP.	Executive director, director, Coordinators, campus administrators	7-31-18 thru 8-1-19	ID-B	\$100,000.00	
1.1	STEM 1	INCREASE STUDENT SCIENCE LITERACY through alignment and focus of science TEKS in various STEM curriculum missions	Focus TEKS per mission (7 missions), objective TEKS per interval in each mission (5 intervals). Baseline scores this year. Increase of 5% for general education student in 5th grade for science on targeted TEKS of completed missions. Evaluations	STEM Coordinator	August 2018 - June 2019	L-STEM	\$25,000.00	
1.2	STEM 2	PROVIDE OPPORTUNITIES FOR SELF-EXPLORATION OF LEARNING OPPORTUNITIES CONNECT TO EDUCATION OR TRAINING REQUIREMENTS through aligned curriculum that supports core content in authentic environments	Focus TEKS, Naviance, College and Career Exploration Day. Interest Inventory in Naviance, Posttest in Modules. STAAR Science results and other assessments by tracking the completion of assigned tasks with a 2% increase annually.	STEM Coordinator	June 2018	L-STEM	\$280,000.00	
1.5	STEM 3	IMPLEMENT AND SUSTAIN 21ST CENTURY SKILL LEARNING OPPORTUNITIES AT ALL MIDDLE AND ELEMENTARY SCHOOLS through a designated STEM teacher, a STEM Lab with curriculum and materials, professional development, STEM based clubs with stipend sponsors, etc.	Placement of Teacher in STEM Lab and STEM based clubs. 100% of all middle school campuses will have an Explore Careers Course for all 8th grade students. Evaluations	STEM Coordinator	August 2018	T1	\$171,000.00	
1.5	STEM 4	PROVIDE AUTHENTIC LEARNING AND PROBLEM SOLVING THAT NURTURES AND REFINE STUDENTS ABILITIES through sustainable relationships with industry partners, development and implementation of career expectations, work-based learning experiences, and other opportunities to expand industry knowledge in all 15 career clusters that includes field trips, competitions, site visits, staff, transportation, and materials	Increased number of learning opportunities by 10% annually. Advisory boards, meetings, minutes	Director CTE, STEM Coordinators, CTE Coordinators	August 2018-2019		\$20,000.00	
1.6	STEM 5	PROVIDE RIGOROUS LEARNING EXPERIENCES IN AUTHENTIC, PROBLEM SOLVING ENVIRONMENTS through the addition of an aviation and aerospace curriculum during STEM rotation at pilot 5th grade class.	Data collection for duration of grant. 5% increase in 5th grade Math and Science STAAR.	STEM Coordinator	August 2018 - June 2019	L-STEM	\$2,000.00	
1.6	STEM 6	PROVIDE RIGOROUS LEARNING EXPERIENCES IN AUTHENTIC, PROBLEM SOLVING ENVIRONMENTS through the addition of an aviation and aerospace curriculum in the PACS 1/STEM class at pilot middle school that includes field trips, guest speakers, etc.	Data collection for duration of grant. Increase in selection of STEM related pathways offered through CTE programs will be tracked by a 2% increase in student course selections.	STEM Coordinator	August 2018 - June 2019	L-STEM	\$1,000.00	
1.6	STEM 7	PROVIDE A RIGOROUS MS COMPUTER SCIENCE CURRICULUM WITH COMPLEX PROBLEM-SOLVING THAT INFORMS AND ENCOURAGES STUDENTS TO SELECT HS CTE COMPUTER SCIENCE PATHWAY through the Project Lead the Way grant, including professional development, materials, and resources	Data collection for duration of grant. Increase in selection of STEM related pathways offered through CTE programs will be tracked by a 2% increase in student course selections.	STEM Coordinator	June 2018- June 2019	G-PLTW	\$15,000.00	
1.6	STEM 8	PROVIDE A RIGOROUS STEM/AMT/Engineering PATHWAY through the Toyota grant, including professional development, materials, and resources	Data collection for duration of grant. Increase in selection of STEM related pathways by 2% offered through CTE programs will be tracked by student course selections.	STEM Coordinator	June 2018- June 2019	G-PLTW	\$15,000.00	
2.3	STEM 9	INFORM THE COMMUNITY AND PROMOTE VARIOUS STEM PROGRAMS AVAILABLE AT SWISD IN COURSE AND EXTENDED PROGRAMS through after school clubs through family involvement nights, college and career days, and district wide activities through the STEM and CTE department	Meeting agendas, sign in sheets, student/campus/community participation in campus and district wide activities will be used to track student/parent/community involvement by showing an increase of 5%.	CTE Director, CTE Coordinator, STEM Coordinator, Counselors, Administrators, Teachers, Parents, Industry Partners	August 2018- June 2019	L-STEM	\$40,000.00	
4.1	STEM 10	SUPPORT, IMPLEMENT, ALIGN, STEM PROGRAMS AND IMPROVE CONTINUED PARTICIPATION THROUGH PATHWAY ENROLLMENT INCLUDING CURRICULUM ALIGNMENT, IMPLEMENTATION, AND DATA ANALYSIS through district staff (Coordinator - 1)	Job description, schedule, contract, scope and sequence. 100% of all elementary campuses will implement Pitsco curriculum in a rotation class for k-5. Time and Effort, evaluations; Master schedule, 100% of all elementary campuses will have a STEM rotations for K - 5	Assistant Superintendent of C&I	June 2018	L-STEM	\$75,000.00	

Strategic Action	Targeted Area	Performance OBJECTIVES/Strategies	Measurable Evaluation Criteria Link to Scorecard	Responsible Person(s)	Timeline	Cost/Resources Per Year		
1.1	Support Services 11: Dyslexia	SUPPORT THE LITERACY SUCCESS OF STUDENTS WITH DYSLEXIA through coaching administrators on techniques and strategies that should be observed in intervention programs and classes as well as general classes and strategies for coaching teachers through use and development of the intervention strategies.	An observation tool for each intervention program will be revised for administration personnel.	RTI Director and Coordinators	August 2018- May 2019	L-CNI	\$0.00	
1.1	Support Services 12: Dyslexia	INCREASE SUCCESS OF DYSLEXIC STUDENTS through expanding the number of teachers trained and implementing the Take Flight program	One new dyslexia teacher will complete year two of Take Flight training and at least three teachers will complete year one	RTI Director and Coordinators	August 2018- July 2019	L-DYS	\$15,000.00	
1.1	Support Services 13: Dyslexia	IMPROVE IDENTIFICATION AND SERVICES FOR STUDENTS WITH DYSLEXIA AND RELATED DISORDERS by providing screening and full evaluations in English and Spanish	District will refine screening and evaluation process for dyslexia and related disorders by May 2019	RTI Director, Coordinators, and Evaluation Specialist	August 2018- May 2019	L-DYS	\$6,000.00	
1.1	Support Services 14: Rtl	INCREASE STUDENT SUCCESS by expanding targeted, intensive reading intervention programs to 3-5 grade levels	70 percent of targeted students will show reading improvements on standardized measures	RTI Director and Coordinators	August 2018- June 2019	L-CTE	\$22,000.00	
3.1	Support Services 31: Rtl	PROVIDE GUIDELINES AND EXPECTATIONS FOR COMMUNICATION WITH PARENTS OF STUDENTS RECEIVING INTERVENTION SERVICES that type of intervention, purpose, proposed duration and progress monitoring	All schools will provide 100% of parents written notice of intervention to parents.	RTI Director	August 2018- July 2019	L-EL	\$3,500.00	Translation to Spanish
4.1	Support Services 41: 504	MAINTAIN AND UPDATE GENERAL ED HOMEBOUND SERVICES TO QUALIFYING STUDENTS by meeting needs of students through quality teachers, materials, assessments, scheduling, etc.	100% of students identified for general education homebound services will receive those services as outlined in their GEH plan.	RTI Director	August 2018 - July 2019	L-CNI	\$200.00	
4.1	Support Services 42: Rtl	ENSURE A QUALITY LEARNING ENVIRONMENT FOR STUDENTS RECEIVING INTENSIVE INTERVENTIONS by providing initial training, coaching, and feedback for intervention personnel	100% of campuses will have trained intervention personnel who have received at least 4 days of onsite coaching	RTI Director and Coordinators	August 2018- June 2019	L-CNI	\$20,000.00	
4.1	Support Services 43: Rtl	ENSURE A QUALITY LEARNING ENVIRONMENT FOR ALL STUDENTS BASED ON THEIR INTERVENTION NEEDS by providing quality intervention resources, teachers, materials, etc.		RTI Director and Coordinators	August 2018- June 2019		\$55,250.00	Achieve 3000
							\$120,415.00	Istation
							\$123,000.00	Imagine Learning
							\$125,000.00	Edgenuity
								HMH
5.2	Support Services 51: Dyslexia	INCREASE ENGAGEMENT AND INVOLVEMENT OF PARENTS OF STUDENTS WITH DYSLEXIA THROUGH distribution of information on resources and research based strategies to help their children	Increase parent participation numbers by campus by 2%	Dyslexia campus designees and district level coordinators	August 2018- July 2019	L-DYS	\$1,200.00	
6.2	Support Services 61: Rtl	CULTIVATE THE EXPERTISE OF TEACHERS AND ENSURE GROWTH THROUGH COLLABORATION by developing intervention teacher learning groups that refine instructional practices within interventions	A teacher leader and learning group will be identified for each intervention program (Achieve 3000, Read 180, Math 180, K-2 Interventionists, Inspire Reading, Dyslexia Intervention Programs)	RTI Director and Coordinators	August 2018- March 2019	L-CNI	\$0.00	
6.4	Support Services 62: Rtl	ESTABLISH AND MONITOR ESTABLISH EXPECTATIONS OF TRAINING, UTILIZATION, AND IMPLEMENTATION BEST PRACTICES FOR 504/RTI/DYSLEXIA by providing research-based, goal-oriented training and coaching for all district campuses	All campus 504/RTI/Dyslexia administration staff will attend at least one training event and receive one face to face coaching session	RTI Director and Coordinators	August 2018- July 2019	L-CNI	\$2,000.00	