

# **SOUTHWEST INDEPENDENT SCHOOL DISTRICT**



## **District Improvement Plan 2020-2021**

**Southwest Independent School District  
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**Southwest Independent School District**

# 2020-2021 District Improvement Plan

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### 2016-2021 Strategic Plan Goals and Strategic Actions

<p><b>SWISD will provide a comprehensive framework of learning that is engaging, flexible, rigorous, supportive, and relevant to college/career readiness for all students.</b></p>	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]
<p><b>SWISD will foster an environment in which social and emotional support is a priority for all.</b></p>	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]
<p><b>SWISD will consistently utilize timely, multifaceted communication that reaches all members of our SWISD community.</b></p>	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]
<p><b>SWISD will create a safe, nurturing and engaging environment where all learners succeed.</b></p>	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]
<p><b>SWISD will capitalize on the strengths, resources, and abilities of our diverse community to support students in becoming successful, global citizens.</b></p>	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]
<p><b>SWISD will provide relevant professional development to meet the needs of all learners in a timely manner.</b></p>	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 2020-2021 District Improvement Team

**Chairperson: Dalila Garcia, Assistant Superintendent Curriculum and Instruction**

### Elementary Teachers

Campus  
BCE  
BHE  
ECE  
HCE  
ICE  
KRE  
MCE  
SHE  
SWE  
SPE  
SVE

Teacher  
Frank (Andy) Kinsey  
Theresa Entzi  
Bronwen Morgan  
Cesar Rosales  
Gilbert Perez  
Alexandra Perez  
Danielle Diaz-Vasquez  
Raymond Tamayo  
Yara Schutter  
Manuel Hernandez  
Natalie Alaniz

### Secondary Teachers

Campus  
MCA  
MCN  
RES  
SCO  
SWHS  
SWLHS  
CAST  
CROSSROADS/BootCamp/DAEP

Teacher  
Jamie Kowatch  
Gilbert Pardo III  
Jessica Martinez  
Joel De Leon  
Jefferson Johnson  
Jesus Padilla  
Aaron Patino  
Stephen Sperber

### Non-Teaching Staff

*Zelene Aragon*  
*Executive Director, Secondary*  
*Velia Terrazas*  
*Executive Director, Elementary*  
*Lisa Bolte*  
*Executive Director, Assessment & Accountability*  
*Dr. Patty Escobedo*  
*Executive Director, Student Support Services*  
*Dr. Albrey Hogan*  
*Interim Executive Director, Special Educator*  
*Richard Flores*  
*Executive Director, Fine Arts*  
*LLoyd Verstuyft, Ed. D.*  
*Superintendent of Schools*

### Parents/Community

Veronica Jaime  
Catherine Uresti  
Celstino Rodriguez  
Norma Diaz

DIT Meeting Schedule: 4:00-5:00

September 9, 2020

November 4, 2020

January 13, 2021

April 14, 2021

May 27, 2021

**Comprehensive Needs Assessment**  
**SCHOOL YEAR 2019-2020 (to be completed by Aug 31)**

**Demographics**

As reported on the 2018-2019 Texas Academic Performance Reports (TAPR) the total enrollment for the district is 13,733 students with a total staff of 1,8473, consisting of 1,174.3 professional staff which includes 915.1 teachers, 188.2 professional support staff, 55.1 campus administrators, and 128.7 educational aides. The student population includes: African American (3.1%), Hispanic (90.4%), White (5.2%), American Indian (.02%), Asian (0.4%), two or more races (0.8%), Economically Disadvantaged (85.1%), English Language Learners (ELL) (17.0%), and At-risk (69.2%). As reported by the 2018-2019 TAPR, the 2017-2018 attendance was 93.6%.

**TAPR Accountability Rating**

District and Campus ratings were provided for the 2018-2019 school year. District Accountability Rating for 2019 was a B. One SWISD school achieved an A rating, eleven achieved a B rating, four achieved a C rating, one achieved a D rating and one achieved an F rating for the 2018-2019 school year. For 2019-2020 all campuses and the District received a Not Rated: State of Declared Disaster label.

**Summary of Needs**

In 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 (0.3%) (1.7%), First (0.3%) (3.1%), Second (0.8%) (1.8%). All grade levels are significantly below the state.

Special Education Rates of Retention: Kinder (0.0%) (6.2%), First (2.1%) (5.5%), Second (2.5%) (2..3%). Kinder and First grade levels are significantly below the state.

\*Rates of Retention data based on the Texas Academic Performance Report 2018-2019. (SWISD Retention Rates, Texas Retention Rates)

Student Achievement: 2018-2019 Texas Performance Reporting System (STAAR Performance Results-Accountability Subset)

SPG	TARGET AREA	ACTION STRATEGIES	RESPONSIBLE PERSON(S)	BUDGET			EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	
	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
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, TX A&M SA and UTSA and providing opportunities for College Prep for Math and English	Director of Advanced Academics, HS Academic Coordinators	College Prep Co-op through Region 20 College Bridge Program	\$3,750.00	L-Campus	Aug. 2020 - June 2021	College Prep Enrollment Data	Increase the number of students who enroll in and successfully complete College Prep Math and/or English by 50%.	Course enrollment data
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 Honors teachers	Director of Advanced Academics, Curriculum Coordinators, Instructional Specialists	Extensions in the curriculum of advanced courses	\$5,000.00	L-Campus	Aug. 2020 - June 2021	CA & BEM Data	Implementation of training and learning will be monitored using District CAs and BEMS. For all honors courses, DCAs will show at least 5% campus growth on Master's level performance throughout 19-20 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.	Testing data
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 8/9 and PSAT/NMSQT (gr.8-11)	Director of Advanced Academics, HS Academic Coordinators	AP Potential Report	\$110,000.00	L-Campus	October 2020-July 2021	Increase in AP enrollment numbers	Increase student success on Advanced Placement exams by 25%	Course enrollment data
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 through partnerships with Trinity University, TRIO, San Antonio Education Partnership, Alamo Colleges (College Connections) and Cafe College.	Director of Advanced Academics, HS Academic Coordinators, SWISD College Coordinators	Apply Texas Counselor Suite, Up Partnership Data	\$20,000.00	L-Campus	Aug. 2020 - June 2021	75% of Seniors will have completed a college application by January 2020	100% of Seniors will complete a college application and 85% of all Seniors will complete their FAFSA	Apply Texas data

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
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 preparation courses for these exams (PSAT/NMSQT, SAT, ACT, TSI, AP) utilizing a variety of local and established programs	Director of Advanced Academics, HS Academic Coordinators	PSAT, SAT, ACT, AP, TSI Data	\$20,000.00	L-Campus	October 2020 - June 2021	Increased participation rates for PSAT, SAT, ACT, AP & TSI	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%.	Testing data
1.6	Advanced Academics 6: 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.)	Director of Advanced Academics, HS Academic Coordinators	College Board AP Resources National Math & Science Institute	\$15,000.00	L-Campus	Aug. 2020 - June 2021	Increase in AP teachers providing AP test prep	Increase student success on Advanced Placement exams by 25% as evidenced by AP results.	AP data
1.6	Advanced Academics 7: 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.	Director of Advanced Academics, Director of Guidance & Counseling	Dual Credit College Advisor	\$40,000.00	L-Campus	August 2020 - July 2021	Increase in dual credit enrollment numbers and increase in dual credit course options	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.	DC data
1.6	Advanced Academics 8: CCMR	PROVIDE OPPORTUNITIES FOR STUDENTS TO ACCESS COLLEGE LEVEL LEARNING through participation in advanced courses such as Dual Credit through ACCD, UT On Ramps and TxVSN. Including but not limited to resources/textbooks, transportation, tuition and fees	Director of Advanced Academics, Director of Guidance & Counseling	Continued partnerships that provide dual credit opportunities	\$20,000.00	L-Campus	August 2020 - July 2021	Increase in dual credit enrollment numbers and increase in dual credit course options	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.	DC data
2.3	Advanced Academics 9: CCMR	CELEBRATE DISTRICT ADVANCED ACADEMIC STUDENT ACCOMPLISHMENTS by planning and promoting district Advanced Academics celebrations. (ex. National Merit, Advanced Placement Scholars, Superintendent Scholar Summit, etc.)	Director of Advanced Academics, Academic Coordinators	PSAT/NMSQT Data, AP Data, Final Grades	\$5,000.00	L-Campus	September 2020 - May 2021	Increase in the number of scholars being recognized	Recognize scholars throughout the year (AP Scholars, Superintendent Scholar Summit)	Scholar recognition data



SPG	TARGET AREA	ACTION STRATEGIES	RESPONSIBLE PERSON(S)	RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE
	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role					Link to scorecard	Link to scorecard	
2.4	Advanced Academics 10: 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), Spelling Bee, Spanish Spelling Bee, etc.	Director of Advanced Academics, Advanced Academic Specialists, Director of Bilingual/ESL, Designated Campus Contact	Rosters for all events	\$4,000.00	L-GT L-Campus	October 2020 - February 2021	100% participation in all events by all elementary & middle schools	100% participation in all events by all elementary & middle schools as tracked by participation logs	Event rosters
3.2	Advanced Academics 11: CCMR	PROMOTE COLLEGE AND CAREER READINESS EXPECTATIONS, OPPORTUNITIES 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.	Director of Advanced Academics	AA Website, Social Media, Parent Meetings	\$2,000.00	L-Campus	August 2020-July 2021	Increase in parent participation	Increase parent participation in Advanced Academic events by 25%. Documentation from sign-in sheets.	Sign-In Sheets
4.1	Advanced Academics 12: CCMR	SUPPORT, IMPLEMENT, AND IMPROVE COLLEGE AND CAREER READINESS FOR ALL STUDENTS INCLUDING CURRICULUM ALIGNMENT, IMPLEMENTATION, AND DATA ANALYSIS through district staff (Director - 1)	Director of Advanced Academics	District data	\$43,000.00	L-Campus	August 2020-July 2021	Director will support 100% of campuses	Director will support 100% of campuses in their College & Career Readiness. Campus PLC, sign-in sheets, Timecards, etc. will document implementation.	Sign-In Sheets Meeting Notes
4.3	Advanced Academics 13: 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.	Director of Advanced Academics, Academic Coordinators, Counselors	Calendar of AA parent meeting dates	\$5,000.00	L-Campus	Aug. 2020 - June 2021	Increase in parent participation	Increase parent participation in Advanced Academic events by 25%. Documentation from sign-in sheets.	Sign-In Sheets
1.6	Advanced Academics 14: CCMR	IMPROVE COLLEGE AND CAREER READINESS FOR ALL STUDENTS INCLUDING CURRICULUM ALIGNMENT, IMPLEMENTATION, AND DATA ANALYSIS through curriculum resources for teachers.	Director of Advanced Academics, Academic Coordinators	Springboard	\$12,705.00	L-Campus	August 2020-July 2021	Middle school honors teachers will have access to Springboard resources in ELAR & Math.	Student growth across the district on STAAR will increase by an average of 4 points across the district.	Testing data
6.4	Advanced Academics 15: CCMR	PROVIDE PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL LIBRARIESS TO PROMOTE student college and career readiness through AVID.	AVID District Director, Campus Principals	CCI Report	\$30,000.00	L-C&I	June 2021-July 2021	The AVID District Director will meet regularly with the AVID site team and attend required training	The AVID CCI will show areas of growth and areas that need improvement.	AVID data

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
6.4	AHR-Talent Management & Acquisition #1	Provide all district leaders with access to high quality professional development to advance equity for students across the district and live our SWISD leadership role specific behaviors	Exec. Dir of Talent Management & Acquisition Dr. Lesley McClellan	Leadership Academy District Equity Continuum Equity Assessment	\$122,850.00	Title II Title IV	Oct 2020 - May 2021	-Implementation of training and coaching will be monitored through progress monitoring at three points throughout the year (fall, winter, spring) -calendar of coaching session and documented next steps, sign in- agenda- notes- evaluation	90% of district leaders participating in training and coaching sessions	formative throughout the year
6.3	AHR-Talent Management & Acquisition #2	Provide PD for all Principals, Assistant Principals and Academic Coordinators access to high quality professional development related to time management skills to align their individual time spent addressing campus priorities	Exec. Dir of Talent Management & Acquisition Dr. Lesley McClellan	TBD	\$30,000	Title IV	Oct 2020 - May 2021	Implementation of training will be monitored through progress monitoring at two points throughout the year (winter, spring); traing agenda, calendar of time used on instructional and/or operational duties to support student achievement, sign in- agenda- notes- evaluation	90% of Principals, Assistant Principals and Academic Coordinators participate in training and implement strategies	formative throughout the year
6.5	AHR-Talent Management & Acquisition #3	Provide opportunity for all Principals, Assistant Principals and Academic Coordinators to access to high quality professional development related to effectively coaching and communicating with others on their campus	Exec. Dir of Talent Management & Acquisition Dr. Lesley McClellan	TBD	\$12,000	Title II	Oct 2020 - May 2021	Implementation of training will be monitored through progress monitoring at two points throughout the year (winter, spring); -calendar of coaching session and documented next steps	90% of Principals, Assistant Principals and Academic Coordinators participate in training and implement strategies	formative throughout the year
6.5	AHR-Talent Management & Acquisition #4	Provide opportunities for all Principals to access to high quality professional development related to building a feedback culture to improve the performance of all campus staff and ensure that staff feel engaged and supported	Exec. Dir of Talent Management & Acquisition Dr. Lesley McClellan	TBD	\$4,000		January 2021	Implementation of training will be monitored through progress monitoring at two points throughout the year (winter, spring); -calendar of coaching session and documented next steps, sign in- agenda- notes- evaluation of PD, culture survey for teachers	90% of Principals participate in training and implement strategies on their campuses, 80% of teaching staff report a positive impact on culture	summative
6.5	AHR-Talent Management & Acquisition #5	Provide all Principals with access to high quality professional development related to high impact questioning and coaching techniques to support the growth and leadership development of campus staff	Exec. Dir of Talent Management & Acquisition Dr. Lesley McClellan	TBD	\$2,000		February 2021	Implementation of training will be monitored through progress monitoring in the spring and -calendar of coaching session and documented next steps, sign in- agenda- notes- evaluation from training, feedback from teaching staff on questioning techniques,	90% of Principals participate in training and implement questioning techniques, feel supported and can coach their APs/AC on how to provide effective feedback to teachers.	formative, mid year and end of year

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	LINK TO SCORECARD	LINK TO SCORECARD		
6.5	AHR-Talent Management & Acquisition #6	Provide all Principals with access to high quality professional development related to building coaching relationships to support the growth and leadership development of campus staff	Exec. Dir of Talent Management & Acquisition Dr. Lesley McClellan	TBD	\$3,000		March 2021	Implementation of training will be monitored through progress monitoring in the spring , sign in- agenda-notes- evaluation, calendar of coaching session and documented next steps	90% of Principals participate in training and implement relationship building strategies and report the training helped them build relationships across their campus to support student achievement.	summative
6.3	AHR-Talent Management & Acquisition #7	Provide opportunity for all Principals to engage in a book study that collectively focuses and reflects on the Principal profession to ensure their professional growth and development	Exec. Dir of Talent Management & Acquisition Dr. Lesley McClellan	Essential Truths for Principals by Danny Steele and Todd Whitaker (2019)	\$0		Oct 2020 - Dec 2020	Participation in pipeline aligned professional learning book studies	90% of Principals participate in book study and implement strategies	summative
6.3	AHR-Talent Management & Acquisition #8	Provide all Principals opportunities to engage in a book study that collectively focuses and reflects on the Principal profession to ensure their professional growth and development	Exec. Dir of Talent Management & Acquisition Dr. Lesley McClellan	What Got You Here Won't Get You There by Marshall Goldsmith (2013)	\$0		Dec 2020- Feb 2021	Participation in pipeline aligned professional learning book studies	90% of Principals participate in book study and implement strategies	summative
6.3	AHR-Talent Management & Acquisition #9	Provide all Principals opportunities to engage in a book study that collectively focuses and reflects on the Principal profession to ensure their professional growth and development	Exec. Dir of Talent Management & Acquisition Dr. Lesley McClellan	Forged in Crisis: The Making of Five Courageous Leaders by Nancy Koehn (2018)	\$0		Mar 2020 - May 2021	Participation in pipeline aligned professional learning book studies	90% of Principals participate in book study and implement strategies	summative
6.5	AHR-Talent Management & Acquisition #10	Provide a facilitator to guide campus leaders planning for the upcoming school year around the following topics: data and feedback around culture diversity, high expectations, instructional leadership, talent management, distributive leadership, and strategic decision making	Exec. Dir of Talent Management & Acquisition Dr. Lesley McClellan	TBD	\$5,000		June 2021	Participation in case week professional learning aligned to high leverage campus improvemnet areas	100% of Principals participate in case week and implement strategies to plan for opening their campuses	summative
6.5	AHR-Talent Management & Acquisition #11	Provide professional development to support campus leaders for the upcoming school year around the following topics: data and feedback around culture diversity, high expectations, instructional leadership, talent management, distributive leadership, and strategic decision making	Exec. Dir of Talent Management & Acquisition Dr. Lesley McClellan	TBD	\$2,400.00		June 2021	Engage in case week professional learning and use resources to plan for campus improvemnet	100% of Principals participate in case week and implement strategies to plan for opening their campuses	summative
6.5	AHR-Human Resources & Recruitment #12	Provide recruitment services, training, and sessions to ensure high quality teachers are placed in vacant positions through job fairs, recruitment materials, and partnerships with colleges and universities to meet the needs of campuses.	Exec. Dir of Human Resources	Cameras, recruitment materials, table, pamphlets, swag	\$10,000.00	Title II	June 2021	Recruitment sessions or visit schedules and notes	Fill 100% of all June vacanct positions, with highly qualified teachers, by August 5th annually.	summative
6.5	AHR-Human Resources & Recruitment #13	Provide professional development to support human resource staff to be able to create and implement trainings directly related to principal or teacher training.	Exec. Dir of Human Resources	Cameras, recruitment materials, table, pamphlets, swag	\$10,000.00	Title II	June 2021	Recruitment sessions or visit schedules and notes	Fill 100% of all June vacanct positions, with highly qualified teachers, by August 5th annually.	summative

SPG	TARGET AREA	ACTION STRATEGIES	RESPONSIBLE PERSON(S)	BUDGET			EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	
	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	LINK TO SCORECARD	LINK TO SCORECARD		
						TIMELINE				
1.1	Assessment & Accountability 1	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.	Ex. Dir of Assessment & Accountability, Assessment Coordinator	Eduphoria, Texas Assessment Management System, Consumable Resources	\$2,000.00	Local - CNI	August 2019 - July 2020	Statistical analysis comparison of BEM, Interim and STAAR scores.	Increase participation by 50% of campuses.	Review of assessment data
1.1	Assessment & Accountability 2	MAKE INFORMED, DATA-DRIVEN INSTRUCTIONAL DECISIONS based on disaggregated data from a variety of reliable data sources including Eduphoria (AWARE, STRIVE)	Ex. Dir of Assessment & Accountability, Assessment Coordinator	Eduphoria	\$216,000.00	Title I	August 2019 - July 2020	Data analysis review	100% of campuses will create and administer six or nine weeks assessments.	Review of assessment data
4.1	Assessment & Accountability 3	ENSURE A POSITIVE TESTING ENVIRONMENT ON ALL CAMPUSES through campus assistance for the monitoring, tracking, and security of all state assessments.	Ex. Dir of Assessment & Accountability, Assessment Coordinator	Education Advance - Test Hound	\$11,000.00	Local - CNI	August 2019 - July 2020	TEA irregularity reports	100% of campuses will utilize Test Hound to improve campus testing processes and procedures and reduce testing irregularities.	EOY department evaluation
6.3	Assessment & Accountability 4	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	Ex. Dir of Assessment & Accountability, Assessment Coordinator	Consumable Resources	\$4,000.00	Local - CNI	August 2019 - July 2020	Sign in sheets, Google Classroom, emails, feedback.	Testing irregularities will decrease by 50%. TEA irregularity reports, Forms, feedback; 100% of new BTCs will be provided mentors	EOY department evaluation
6.3	Assessment & Accountability 5	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.	Ex. Dir of Assessment & Accountability, Assessment Coordinator	Region 20, Moak Casey, Consumable Resources, Lead4ward - Accountability Connect	\$4,000.00	Local - CNI	August 2019 - July 2020	Google Classroom, forms, sign in sheets or feedback	100% of all campus administrators will understand state and federal accountability requirements for their campus.	Training feedback data
6.3	Assessment & Accountability 6	BUILD CAPACITY OF CAMPUS AND DISTRICT LEADERSHIP TO PLAN EFFECTIVE PROFESSIONAL DEVELOPMENT by providing training on how to efficiently access data to drive instructional decisions.	Ex. Dir of Assessment & Accountability, Assessment Coordinator	Lead4ward - Accountability Connect	\$2,000.00	Local - CNI	August 2019 - July 2020	Data analysis review	100% of campuses will create and administer six or nine weeks assessments.	Training feedback data
6.4	Assessment & Accountability 7	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.	Ex. Dir of Assessment & Accountability, Assessment Coordinator	Eduphoria, Consumable Resources	\$200,000.00	Title I	August 2019 - July 2020	Data analysis review	100% of campuses will create and administer six or nine weeks assessments.	State/local assessment data

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
6.6	Assessment & Accountability 8	EXPAND THE EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT through differentiation and development of training modules across a variety of platforms	Ex. Dir of Assessment & Accountability, Assessment Coordinator	TSNAP, Consumable Resources	\$2,000.00	Local - CNI	August 2019 - July 2020	TEA irregularity reports, Forms, feedback	Testing irregularities will decrease by 50%.	EOY department evaluation
1.1	BESL 1: English Learners	INCREASE SECOND LANGUAGE ACQUISITION OF ENGLISH LEARNERS	BESL Director, Coordinators, Specialist and Teachers	TCM	\$6,000.00	L-EL/T3	AUGUST 2019-JULY 2020	Usage reports from each program implemented	Reach the yearly progress rate of 36% as a district on the TELPAS assessment	100% of LPAC administrators, dual language teachers, and teachers supporting ELs will participate in Framework, State Assessment, and End-of-Year LPAC training
				Apps	\$2,500.00	L-EL				
				Rosetta Stone	\$3,500.00	T3				
				LPAC Framework Training: BOY, MOY, EOY	\$1,000.00	L-EL				
1.1	BESL 2: English Learners	ENSURE PROPER IDENTIFICATION, RECLASSIFICATION, AND EXITING OF ELs	B/ESL Director, Coordinators, Specialists, Clerks, and LPAC Administrators	Testing Material: LAS Online Testing for Reclassification	\$1,000.00	L-EL	AUGUST 2019-JULY 2020	Purchase invoices and implementation of instructional and operational materials such as LASLinks; eSped/Frontline reports, PEIMS data, state and district imposed deadlines, and testing inventory sheets	100% accuracy and adherence to timelines for identification, reclassification, and exiting of students	LPAC Records, TEAMS, LAS Links
				Testing Material: LAS Online Testing for Identification	\$5,000.00	L-EL				
1.5	BESL 3: English Learners	IMPROVE LANGUAGE DEVELOPMENT, CONTENT KNOWLEDGE, LANGUAGE ACQUISITION FOR ESL CONTENT-BASED AND ESL PULL-OUT PROGRAMS	B/ESL Director, Coordinators, Specialists, Clerks, and LPAC Administrators	Region 20	\$13,500.00	T3				

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	LINK TO SCORECARD	LINK TO SCORECARD		
1.5	BESL 3: English Learners	IMPROVE LANGUAGE DEVELOPMENT, CONTENT KNOWLEDGE, LANGUAGE ACQUISITION, AND BILITERACY AT ELEMENTARY AND SECONDARY	B/ESL Director, Coordinator, Specialists, Clerks, and LPAC Administrators	Teaching for Biliteracy	\$12,000.00	T3	AUGUST 2020-JULY 2021	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. Providing support, resources and training for secondary dual language programs.	100% of Dual Language teachers in PK-5TH 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 Spanish iStation reports for BOY, MOY, and EOY. Expand the Dual Language program in Middle School.	TFB, Sign-in Sheets, WTs, ISIP Results
1.6	BESL 4: English Learners	IMPROVE LISTENING AND SPEAKING PROFICIENCY OF ENGLISH LEARNERS	B/ESL Director, Coordinator, Specialists, and Teachers	Summit K-12: Listening, Speaking, Technology, training and resources	\$15,000.00	L-EL	AUGUST 2020-JULY 2021	through district created assessments and monitoring	Increased TELPAS Listening and Speaking proficiency results by 10% to meet reclassification status through EOY TELPAS results	TELPAS, AWARE
1.6	BESL 5: English Learners	IMPROVE READING AND WRITING PROFICIENCY OF ENGLISH LEARNERS	B/ESL Director, Coordinator and Teachers	Summit K-12: Writing and ELPS, Technology, training and resources	\$2,000.00	L-EL	AUGUST 2020-JULY 2021	through writing practice, benchmarks, common assessments, and monitoring	Increased TELPAS Writing Common Assessments proficiency level in AWARE from BOY to EOY by 10%; Implementation of Bilingual/ESL writing portfolios to be monitored at least once in the fall and spring semesters	TELPAS, AWARE
1.6	BESL 6: English Learners	IMPROVE READING PROFICIENCY OF ENGLISH LEARNERS	B/ESL Director, Coordinator, Specialists, and Teachers	iStation: En Espanol, Summit K-12: Reading, Technology, training, and resources	\$5,000.00	L-EL	AUGUST 2020-JULY 2021	through reading practice, common assessments, differentiated instruction and monitoring	Increased TELPAS Reading comprehension proficiency level in AWARE from BOY to EOY by 10% , Istation ISIP Results	ISIP Results, Aware

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
1.6	BESL 7: English Learners	PROVIDE CONSISTENT, TIMELY MULTI-FACETED COMMUNICATION THROUGH TRANSLATION SERVICES IN MULTIPLE FORMATS, TRANSLATION HARDWARE AND SOFTWARE, AND PROFESSIONAL DEVELOPMENT AT DISTRICT AND CAMPUS LEVELS	B/ESL Director, Coordinator and Specialist	Translation Services-JRG and translation devices; Prettyman's Pen	\$2,000.00	L-EL	AUGUST 2020-JULY 2021	Translation services offered at district events as evidence through calendar of district educational meeting/events, written translation services purchased orders and invoices, and parent translation services usage sign-in sheets, translation training offered at least once a year as evidence of eduphoria.	Provide through translation services in multiple formats, translation hardware and software, and professional development at district and campus levels.	PO's, sign-in sheets
2.4	BESL 8: ESCALA	PROMOTE SOCIAL, EMOTIONAL AND LANGUAGE ACQUISITION OF ENGLISH LEARNERS	B/ESL Director, Coordinator, Specialists	Salaries, student travel, materials	\$14,500.00	T3	6/1/2021	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	Parent Survey, ISIP
2.4	BESL 9: Summer Special Language	ENGLISH LEARNERS SHALL HAVE AN OPPORTUNITY TO RECEIVE SPECIAL INSTRUCTION DESIGNATED TO PREPARE THEM FOR KINDER AND 1ST GRADE.	B/ESL Directors, Coordinator and Specialist	Salaries, supplies	\$34,000.00	L-EL	6/1/2021	A) Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student. (B) The program shall address the affective, linguistic, and cognitive needs of the English learners in accordance with §89.1210(b) of this title.	Increase students proficiency levels and preparedness for K and 1st as observed through Istation data.	Parent Survey, ISIP
4.1	BESL 10: Handbook	SYSTEMATIZE GUIDELINES AND PRACTICES OF DISTRICT AND CAMPUS B/ESL PROGRAMS	B/ESL Director, Coordinator, Specialists	SW PRINT SHOP	\$500.00	L-EL	AUGUST 2019-JULY 2020	through the creation and distribution of the SWISD Dual Language Program Handbook	The SWISD Dual Language Program Handbook acknowledgement forms submitted by 100% of Dual Language teachers	Dual Language Handbook, Sign-in sheets
4.1	BESL 11: Personnel	SUPPORT AND IMPROVE TEACHING, CURRICULUM IMPLEMENTATION, AND DATA ANALYSIS FOR B/ESL STUDENTS THROUGH DISTRICT STAFF (1 Director, 1 Coordinator, 2 Specialist, 1 PEIMS Clerk, 8 clerks)	B/ESL Director	Salaries	25%	L-EL	AUGUST 2020-JULY 2021	1 Coordinators, 2 Specialist, 1 PEIMS, 8 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	PEIMS Data, Esped, PLCs, WT, PD
				Salaries	50%	T3				

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
4.1	BESL 12: English Learners	ENSURE PROPER LPAC MANAGEMENT	B/ESL Director, Coordinator, Specialists, Clerks, and LPAC Administrators	eSped	\$30,000.00	L-EL	AUGUST 2020-JULY 2021	through training, 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	PEIMS, Esped, LPACs sign-in,
4.1	BESL 13: English Learners	ENSURE A QUALITY LEARNING ENVIRONMENT FOR EL STUDENTS	B/ESL Director, Coordinator, Specialists, Curriculum and Instruction personnel from other Special Programs	Travel-TETN	\$500.00	L-EL	AUGUST 2020-JULY 2021	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	through the creation and support of systems for students in other programs in addition to EL (GT, 504, SPED, RTI, etc.)	Sign-in sheets
4.2	BESL 14: English Learners	SUPPORT, VALUE, APPRECIATE, AND CELEBRATE EL STUDENTS AND FAMILIES	B/ESL Director, Coordinators, Specialists, Clerks, campus Dual Language teacher leaders, and LPAC Administrators	Travel	\$500.00	L-EL	AUGUST 2020-JULY 2021	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	TitleIII Parent Survey, Sign-in Sheets
				Signs, Banners	\$500.00	L-EL				
				IDRA, Parent Outreach Inst.	\$2,300.00	T3				



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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE		Link to scorecard	Link to scorecard
4.1	BESL 15: Immigrant	PROVIDE ADDITIONAL ACADEMIC SUPPORT FOR IMMIGRANT STUDENTS	B/ESL Director, Coordinators, Specialists	IMMschools	\$5,000.00	T3	AUGUST 2020-JULY 2021	by providing instructional resource materials, a variety of technology and resources in order to transition to US schools 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	PD, Parent Survey, Sign-in Sheets
5.2	BESL 16: English Learners	PROMOTE PARENT ADVOCACY, ENGAGEMENT, AND COMMUNITY	B/ESL Director, Coordinators, Specialists, Clerks, campus Dual Language teacher leaders, and LPAC Administrators	Parent Literacy Mtgs	\$0,500.00	L-EL	AUGUST 2020-JULY 2021	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, SWISD Parent Outreach Institute, IDRA Institute parent attendance, parent surveys	PD, Parent Survey, Sign-in Sheets
				IDRA, Parent Outreach Inst.	\$2,300.00	T3				
6.1	BESL 17: English Learners	ENSURE CORRECT OPERATIONAL PROCESSES, IDENTIFICATION, PLACEMENT AND CODING FOR DUAL LANGUAGE 50/50 ONE-WAY AND ESL PROGRAM MODELS	B/ESL Director, Coordinators, Specialists, Clerks, Dual Language and ESL teachers, and LPAC Administrators	CO-OP Region 20	\$13,500.00	L-EL	AUGUST 2020-JULY 2021	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	Sign-in Sheets
6.1	BESL 18: English Learners	EXPAND TEACHING FOR BILITERACY PROFESSIONAL DEVELOPMENT FOR TEACHERS, ACADEMIC COACHES, ADMINISTRATORS AND SUPPORT STAFF	B/ESL Director, Coordinators, Specialists	TFB	\$0,500.00	L-EL	AUGUST 2020-JULY 2021	to further understand content and language instructional delivery and the correlation to the ELPS and language acquisition	100% of Dual Language teachers in PK-5th grade will be trained on and adhere to Teaching for Biliteracy expectations as evidenced through walkthrough data and professional development sign-in sheets	PD, Sign-in sheets, WTs
6.3	BESL 19: Professional Development	BUILD CAPACITY IN ALL CAMPUS ADMINISTRATION TO OBSERVE AND PROVIDE RELEVANT FEEDBACK AND PLANNING OPPORTUNITIES	B/ESL Director, Coordinators, Specialists	Books/ Travel	\$1,000.00	L-EL	AUGUST 2020-JULY 2021	to teachers that is aligned the ELPS with Teaching for Biliteracy, Oral Literacy, Instructional Materials and Strategies (such as Talk-Read-Talk-Write, Second language acquisition strategies and/or Sheltered Instruction)	Improved implementation of second language acquisition strategies in the Dual Language/ESL classroom with ELPS as evidenced through walkthrough data and T-Tess results; Attendance and participation of campus administrators in second language	PD, Sign-in sheets, WTs

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				Books/ Travel	\$1,000.00	T3		Instruction)	Second language acquisition strategies trainings/professional development as monitored through sign-in sheets	
6.3	BESL 20: Professional Development	BUILD THE CAPACITY OF DISTRICT EL STAFF IN TRAINING, MONITORING, AND IMPLEMENTING CURRENT AND EFFECTIVE PRACTICES	B/ESL Director, Coordinators, Specialists, and teachers	TABE 2020, SAAABE 2021, Title III 2021, NABE 2021, R20 World Language Conference	\$8,000.00	T3/L-EL	October 2020-July 2021	through professional development including TABE Conference, SAAABE Conference and Title III	Increased attendance of district personnel to SAAABE as evidenced by conference registration; increased number of conference sessions offered for district personnel redelivery of professional development opportunities as monitored through sign-in sheets	PD, Sign-In sheets
6.3	BESL 21: Professional Development	BUILD CAPACITY AMONG PERSONNEL SUPPORTING ELs	B/ESL Director, Coordinators, Specialists, and teachers	Reg20	\$8,000.00	L-EL	AUGUST 2020-JULY 2021	by providing opportunity for training of trainers and/or certifications in relevant areas such as ESL endorsements and bilingual certifications	Increased number of teachers and staff with ESL endorsements and bilingual certifications to meet Chapter 89 compliance	Certification check-list
			Reg20	\$2,000.00	T3					
6.3	BESL 22: Professional Development	BUILD CAPACITY AMONG CAMPUS PERSONNEL (librarians, teachers, dyslexia, literacy interventionist and instructional coaches) IN LATINO LITERACY, LITERATURE, AND EDUCATION	B/ESL Director, Coordinators, Specialists, and teachers	UTSA; Texas A&M University-SA	\$1,500.00	L-EL	February 2020	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	Sign-In sheets
				\$1,300.00	T3					
6.3	BESL 23: Immigrant	IMPROVE IDENTIFICATION AND CODING OF IMMIGRANT STUDENTS	B/ESL Director, Coordinators, Specialists, and Clerks	IMMSchools	\$5,000.00	T3	AUGUST 2020-JULY 2021	through professional development and support for campus and district personnel through establishing protocols for identification	Accurate and timely identification and coding of immigrant students district-wide as evidenced through PEIMS data	PEIMS Data

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6.4	BESL 24: Professional Development	PROVIDE HIGHLY QUALIFIED TEACHERS TO SECONDARY EL STUDENTS	B/ESL Director, Coordinator, Specialists, Human Resources department, and campus administrators	Certification Reimbursement	\$8,000.00	L-EL	AUGUST 2020-JULY 2021	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	Certification Checklist
					\$8,000.00	T3				
6.4	BESL 25: Professional Development	MONITOR AND IMPROVE INSTRUCTION	B/ESL Director, Coordinator, Specialists, and middle school ESL teachers	3D Materials and online resources	\$2,500.00	L-EL	AUGUST 2020-JULY 2021	for middle school ESL programs by providing professional development and training on effective implementation and use of English 3D	for middle school ESL programs by providing professional development and training on effective implementation and use of English 3D	PD, Sign-in sheets, WTs
					\$2,500.00	T3				
6.5	BESL 26: Resources and Supplies	PURCHASE RESOURCES AND GENERAL SUPPLIES	B/ESL Director	General office supplies	\$5000.00; \$2000.00	T3, L-EL	AUGUST 2020-JULY 2021	to carry on the functions of the BESL 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.	Campus and District will have supplemental resources to effectively meet the standards for federal and state funding sources	TEAMS, RFP
1.1	Core Content 1: Instructional Practices - All Contents ELEM and SEC	IMPROVE THE LESSON PLANNING PROCESS, COLLABORATION ON IMPLEMENTATION OF BEST PRACTICES AND PEDAGOGY STRATEGIES WHICH CREATES MULTI-FACETED AND DIFFERENTIATED LEARNING EXPERIENCES FOR ALL STUDENTS IN PRE-K-12 GRADE CLASSROOMS	All Content Coordinators and the Director of Teaching and Learning	In and out of district professional development training targeted to effective researched practices and/or instructional reading resources or materials to learn more about the following topics: small group instruction, student discourse, student collaboration, interventions, and PLCs. This will include training on how to close learning gaps due to the COVID slide.	\$38,000.00	T1, TII	September 2020 - August 2021	100% of all campuses will participate in district assessments. Implementation of the training and materials will be monitored through attending PLCs, conducting walkthrough, conducting TEKS alignment walks, sign in sheets and certificates of completion.	Monthly ISIP scores/mClass data, district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
1.1	Core Content 2: All Core Contents - Online Resources - ELEM and SEC	STRENGTHEN THE FOUNDATION OF LESSON PLANNING, INSTRUCTIONAL DELIVERY, AND RE-TEACHING THROUGH SYSTEMIC UTILIZATION OF ONLINE PROGRAMS AND RESOURCES IN THE PRE-K-12TH GRADE CLASSROOMS	All Content Coordinators and the Director of Teaching and Learning	TEKS Resource System (TCMPC), mCLASS, Amplify Reading, STEMScopes, Imagine Math, Edgenuity, Achieve3000, and Istation, for Grades Prek-12 grade - Student incentive prizes will be purchased and given to students that used the online resources during holiday breaks. Monetary donations will fund the prizes. Due to the pandemic of COVID 19, other online programs may need to be purchased and additional training may be needed.	\$300,000.00	T1	September 2020 - August 2021	100% of all campuses will participate in district assessments. Implementation of the training and materials will be monitored through attending PLCs, conducting walkthrough, conducting TEKS alignment walks, log-in monitoring, and sign in sheets that the district had training for these online programs and resources	Monthly ISIP scores/mClass data, district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
1.1	Core Content 3: ELAR-EL	IMPROVE BASIC READING AND SPELLING INSTRUCTION AND STUDENT SKILLS FOR K-2ND	Literacy Coordinator	HMH - Saxon Phonics & Spelling for the designated campuses In and out of district training for all teachers new to the grade level, instructional materials for all K-2nd classrooms including phonological awareness, phonics, fluency & spelling, and student libraries)	\$5,000.00	T1	September 2020 - August 2021	walkthroughs and sign in sheets of training	100% of campuses will utilize resources to improve T1 outcomes as measured through online ISIP assessment with a minimum of 2% increase: Kindergarten PA, 1st Grade alphabetic decoding, and 2nd Grade spelling.	Review of assessment data
1.1	Core Content 4: Curriculum Systems	CREATE AND REVISE INSTRUCTIONAL SYSTEMS TO IMPROVE CLASSROOM INSTRUCTION	Director of Teaching and Learning and Content Coordinators	Curriculum Resource Guides that incorporate IFDs from TCMPC along with district resources, exemplar lessons, activities, and instructional strategies. Documents called the Milestone Continuity Plans were created to support remote learning due the COVID 19.	\$100,000.00	T1	September 2020 - August 2021	Attending PLC meetings, Alignment TEKS walks, walkthroughs sign in sheets of training, and training certificates of completion	All district assessments and STAAR will increase by 7 percentage points at the approaching level 5 percentage points at the meets level and 3 percentage points at the masters level.	Review of assessment data

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1.6	Core Content 5: Instructional Materials ELEM and SEC ELAR	ENSURE AND IMPROVE ELAR INSTRUCTION FOR ALL STUDENTS AT THE ELEMENTARY AND SECONDARY SCHOOL SETTING BY PROVIDING THE PROPER INSTRUCTIONAL MATERIALS AND RESOURCES.	Elementary ELAR Coordinator, Secondary ELAR Coordinator, k-2 ELAR Specialist, and Director of Teaching and Learning	Provide teacher and student instructional materials and resources to improve instructional and learning in the ELAR classroom. The focus will be on based on research-based strategies to improve oral language development, reading comprehension and process writing. The materials purchased may be used for the entire school year which includes SSI summer school instruction. This included summer curriculum writing to create SWISD URGs and Exemplar Lessons	\$175,000.00	T1	September 2020 - August 2021	100% of all campuses will participate in the district K-Eng2 writing collection initiative and district common assessments. Implementation of the training and materials will be monitored through attending PLCs, conducting walkthrough and TEKS alignment walks, sign in sheets from writing and reading training sessions and certificates of completion.	Writing: 4th, 7th, and Eng1 and Eng2 District CAs and BEM will show progress from the previous 3 years Reading: 3-English 2 District CAs and BEM will show progress from the previous 3 years Monthly ISIP scores, district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
1.6	Core Content 6: Instructional Materials ELEM and SEC Math	ENSURE AND IMPROVE MATH INSTRUCTION FOR ALL STUDENTS AT THE ELEMENTARY AND SECONDARY SCHOOL SETTING BY PROVIDING THE PROPER INSTRUCTIONAL MATERIALS AND RESOURCES.	Elementary Math Coordinator, Secondary Math Coordinator, and Director of Teaching and Learning	Provide teacher and student instructional materials and resources to improve instructional and learning in the math classroom. The focus will be on based on research-based strategies to improve oral language development, math content knowledge and skills, and math process standards. The materials purchased may be used for the entire school year which includes SSI summer school instruction. This included summer curriculum writing to create SWISD URGs and Exemplar Lessons	\$10,000.00	SCE	September 2020 - August 2021	Implementation of the training and materials will be monitored through attending PLCs, conducting walkthrough and TEKS alignment walks, sign in sheets and certificates of completion.	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role			SOURCE		Link to scorecard	Link to scorecard	
1.6	Core Content 7: Instructional Materials ELEM and SEC Science	ENSURE AND IMPROVE SCIENCE INSTRUCTION FOR ALL STUDENTS AT THE ELEMENTARY AND SECONDARY SCHOOL BY PROVIDING THE PROPER INSTRUCTIONAL MATERIALS AND RESOURCES.	K-2 Science Specialist and Director of Teaching and Learning	Provide teacher and student instructional materials and resources to improve instructional and learning in the science classroom. The focus will be on based on research-based strategies to improve oral language development, science content knowledge and skills, conducting labs, and the scientific process. This included summer curriculum writing to create SWISD URGs and Exemplar Lessons	\$10,000.00	SCE	September 2020 - August 2021	Implementation of the training and materials will be monitored through attending PLCs, conducting walkthrough and TEKS alignment walks, sign in sheets and certificates of completion.	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
1.6	Core Content 8: Instructional Materials ELEM and SEC Social Studies	ENSURE AND IMPROVE SOCIAL STUDIES INSTRUCTION FOR ALL STUDENTS AT THE ELEMENTARY AND SECONDARY SETTING BY PROVIDING THE PROPER INSTRUCTIONAL MATERIALS AND RESOURCES.	Social Studies Specialist, and Director of Teaching and Learning	Provide teacher and student instructional materials and resources to improve instructional and learning in the social studies classroom. The focus will be on based on research-based strategies to improve oral language development and social studies content knowledge and reading comprehension skills. This included summer curriculum writing to create SWISD URGs and Exemplar Lessons	\$10,000.00	SCE	September 2020 - August 2021	Implementation of the training and materials will be monitored through attending PLCs, conducting walkthrough and TEKS alignment walks, sign in sheets and certificates of completion.	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
4.1	Core Content 9: Personnel - District	SUPPORT, IMPLEMENT, AND IMPROVE TEACHERS' UNDERSTANDING IN CONTENT KNOWLEDGE FOR ALL STUDENTS INCLUDING CURRICULUM ALIGNMENT, IMPLEMENTATION, AND DATA ANALYSIS WITH DISTRICT LEVEL SUPPORT.	Executive Directors and Director of Teaching and Learning	Salaries, in and out of district travel, materials and general supplies, in and out of district training for 1 director and 5 coordinators	\$300,000.00	T1	September 2020 - August 2021	Valid and up to date time cards, travel sheets, time and effort documents, order forms, and training certificates of completion	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
					\$150,000.00	T2				
					\$150,000.00	SCE				
4.1	Core Content 10: Personnel - District Support	SUPPORT, IMPLEMENT, AND IMPROVE TEACHERS' UNDERSTANDING IN CONTENT KNOWLEDGE FOR ALL STUDENTS INCLUDING CURRICULUM ALIGNMENT, IMPLEMENTATION, AND DATA ANALYSIS WITH DISTRICT LEVEL SUPPORT.	Executive Directors and Director of Teaching and Learning	Stipends for 1 LOTE, and 1 MS Social Studies/1 HS Social Studies, Literacy district content leads	\$15,000.00	SCE	September 2020 - August 2021	signed stipend agreements, emails, training certificates of completion	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data

SPG	TARGET AREA	ACTION STRATEGIES	RESPONSIBLE PERSON(S)	RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE
	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role					Link to scorecard	Link to scorecard	
4.1	Core Content 11: Personnel - ACs and MCLs	SUPPORT, IMPLEMENT, AND IMPROVE TEACHERS' UNDERSTANDING IN CONTENT KNOWLEDGE FOR ALL STUDENTS INCLUDING CURRICULUM ALIGNMENT, IMPLEMENTATION, AND DATA ANALYSIS WITH CAMPUS LEVEL SUPPORT.	Executive Directors, Director of Teaching and Learning, and content coordinators in all subject areas	Stipends for 11 elementary academic coaches, 9 middle school stipends for MCLs	\$60,000.00	T1	September 2020 - August 2021	signed stipend agreements, emails, training certificates of completion	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
4.1	Core Content 12: All Contents ELEM and SEC - Problem Based Learning	ESTABLISH AND MONITOR EXPECTATIONS FOR TRAINING, UTILIZATION, AND IMPLEMENTATION OF PROBLEM BASED LEARNING and/or PROJECT BASED LEARNING (PBL)	Content Coordinator, District Instruction Coordinator, Academic Coaches, and MCLs	In and out of district professional development targeted to problem based learning for district and campus staff.	\$5,000.00	SCE	September 2020 - August 2021	Alignment TEKS walks, walkthroughs forms, emails, sign in sheets of training, and training certificates of completion	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
4.1	Core Content 13: Resources & Supplies	PROVIDE RESOURCES AND GENERAL SUPPLIES TO CARRY OUT THE FUNCTIONS AND DUTIES OF THE PERSONNEL IN THE CORE CONTENT DEPARTMENT	Executive Directors and Director of Teaching and Learning, and all content coordinators	Materials and supplies that will be used for meetings, trainings, technical support, and student performance (printing BEMs): General Supplies, Printing, Translating Services, Curricular Resources and supplemental materials	\$5,000.00	SCE, T1, and T2	September 2020 - August 2021	Sign in sheets from the trainings, meetings, the translated materials	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
6.1	Core Content 14: Professional Development - Content Forums	BUILD INSTRUCTIONAL PRACTICES CONTENT KNOWLEDGE, CURRICULUM IMPLEMENTATION, AND RECEIVE STATE AND REGIONAL UPDATES IN ALL CONTENT AREAS	Executive Directors, Director of Teaching and Learning, and content coordinators in all subject areas	In and out of district professional development training targeted to effective researched practices, content knowledge, curriculum updates with TCMP (DAC), and regional and state updates	\$1,000.00	T1	September 2020 - August 2021	Time and Effort documents, calendar entries, travel sheets, and training certificates of completion The information will be used to improve direct practices by notifying key stakeholder with regular updates via emails	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
					\$1,000.00	T2				
					\$2,000.00	SCE				
6.1	Core Content 15: Professional Development ACs and MCLs - Coaching	BUILD COACHING LEADERSHIP CAPACITY OF ACADEMIC COACHES, LITERACY COACHES, MCLs, CAMPUS ADMINISTRATION AND DISTRICT STAFF IN THE AREA OF COACH ADULTS	Executive Directors and Director of Teaching and Learning	In and out of district professional development targeted to improve the coaching abilities in all the targets groups	\$10,000.00	T2	September 2020 - August 2021	Alignment TEKS walks, walkthroughs forms, emails, sign in sheets of training, and training certificates of completion	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
6.1	Core Content 16: Professional Development ACs and MCLs - Content and Instruction	BUILD INSTRUCTIONAL CONTENT KNOWLEDGE, CURRICULUM IMPLEMENTATION, AND DATA ANALYSIS OF THE ACADEMIC COACHES, MCLs, LITERACY COACHES, CAMPUS ADMINISTRATION AND DISTRICT STAFF	Executive Directors and Director of Teaching and Learning	In and out of district professional development in improve content knowledge in all content areas for the coaching type positions at the campus and district levels	\$10,000.00	T2	September 2020 - August 2021	Alignment TEKS walks, walkthrough forms, emails, sign in sheets of all trainings, and training certificates of completion	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
6.4	Core Content 17: Professional Development - ELAR Content	BUILD INSTRUCTIONAL CONTENT KNOWLEDGE, CURRICULUM IMPLEMENTATION, AND DATA ANALYSIS IN THE CONTENT AREA OF ELAR	Executive Directors and Director of Teaching and Learning, ELAR coordinators	In and out of district professional development in improve content knowledge in the area of ELAR for campus and district staff. Resource Books and materials for in district training	\$10,000.00	T2	September 2020 - August 2021	Alignment TEKS walks, walkthrough forms, emails, sign in sheets of all trainings, and training certificates of completion	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
6.4	Core Content 18: Professional Development - Math Content	BUILD INSTRUCTIONAL CONTENT KNOWLEDGE, CURRICULUM IMPLEMENTATION, AND DATA ANALYSIS IN THE CONTENT AREA OF MATH	Executive Directors and Director of Teaching and Learning, math coordinators	In and out of district professional development in improve content knowledge in the area of math for campus and district staff. Resource books and materials for in district training.	\$10,000.00	T2	September 2020 - August 2021	Alignment TEKS walks, walkthrough forms, emails, sign in sheets of all trainings, and training certificates of completion	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
6.4	Core Content 19: Professional Development - Science Content	BUILD INSTRUCTIONAL CONTENT KNOWLEDGE, CURRICULUM IMPLEMENTATION, AND DATA ANALYSIS IN THE CONTENT AREA OF SCIENCE	Executive Directors and Director of Teaching and Learning, science specialist and district lead	In and out of district professional development in improve content knowledge in the area of science for campus and district staff	\$10,000.00	T2	September 2020 - August 2021	Alignment TEKS walks, walkthrough forms, emails, sign in sheets of all trainings, and training certificates of completion	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
6.4	Core Content 20: Professional Development - Social Studies Content	BUILD INSTRUCTIONAL CONTENT KNOWLEDGE, CURRICULUM IMPLEMENTATION, AND DATA ANALYSIS IN THE CONTENT AREA OF SOCIAL STUDIES	Executive Directors and Director of Teaching and Learning, social studies specialist	In and out of district professional development in improve content knowledge in the area of social studies for campus and district staff	\$10,000.00	T2	September 2020 - August 2021	Alignment TEKS walks, walkthrough forms, emails, sign in sheets of all trainings, and training certificates of completion	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
6.3	Core Content 21: Professional Development Campus Improvement Leadership	BUILD THE CAPACITY OF CAMPUS AND DISTRICT LEADERSHIP IN CURRICULUM AND INSTRUCTION	Executive Directors and Director of Teaching and Learning	In and out of district professional development targeted to improve effective leadership, campus improvement and instructional practices at the district and campus level. Training is to include but not limited to the following areas: School improvement training, data analysis, PLC training, 3 parts of the TEKS, Get Better Faster and other training to improve schools	\$50,000.00	T2	September 2020 - August 2021	Alignment TEKS walks, walkthroughs forms, emails, sign in sheets of training, and training certificates of completion	All district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data
4.1	Core Content 22: Professional Development - TEA's Reading Academies	BUILD THE CAPACITY OF K-3 TEACHERS AND LITERACY COACHES BY HAVING THEM ATTEND TEA READING ACADEMIES	Executive Directors and Director of Teaching and Learning	Out of district training with the reading academies for TEA	\$5,000.00	T2	September 2020 - August 2021	Alignment TEKS walks, walkthroughs forms, emails, sign in sheets of training, and training certificates of completion	Monthly ISIP scores/mClass data, district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of assessment data



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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role					Link to scorecard	Link to scorecard	
1.1	CTE 1	ENSURE CTE INSTRUCTION AND PRACTICES ALIGN WITH INDUSTRY STANDARDS through evaluation and revision of size, scope, and quality	CTE Director, CTE Coordinator, CCMR Coordinator		\$10,000.00	L-CTE	Sept 2019-June 2020	Walk-throughs, evaluations, workplace comparisons, and size comparisons. Industry partnership meetings.	4% increase in student internships from industry partnerships.	
1.5	CTE 2	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	CTE Director, CTE Coordinator, CCMR Coordinator	local business, Chamber of Commerce, advisory board	\$6,000.00	L-CTE	Sept 2019-June 2020	Purchase orders, student rosters, Advisory board meeting agendas	Increased number of internships, externships, and work based learning opportunities by 10% annually	
1.6	CTE 3	ENSURE ALL DISTRICT CTE PROGRAM PATHWAYS 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.	CTE Director, CTE Coordinator, CCMR Coordinator, CTE Teachers	CTSOs	\$30,000.00	L-CTE	Sept 2019-June 2020	Student participation in organizations, competitions, extra-curricular activities, and certifications. Agendas, sign in sheets, student awards, copies of certifications.	5% growth in student participation in all CTE-sponsored programs.	
3.2	CTE 4	IMPROVE RECRUITMENT AND AWARENESS EFFORTS TO INCREASE student enrollment in CTE pathway and elective courses.	CTE Director, CTE Coordinator, CCMR Coordinator, CTE Teachers	print shop, graphic design company, programs of study	\$8,000.00	L-CTE	Sept 2019-April 2020	Recruitment event sign-in sheets, CTE marketing materials.	10% increase in CTE course enrollment for 20-21 school year	
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 pathways.	CTE Director, CTE Coordinator, CCMR Coordinator, CTE Teachers	CTE pathway shops, practicum students	\$8,000.00	L-CTE/Perkins	Sept 2019-June 2020	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.	5% increase in parent participation.	

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						TIMELINE				
4.1	CTE 6	ENSURE QUALITY LEARNING ENVIRONMENTS FOR ALL CTE COURSES 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	CTE Director, CTE Coordinator, CCMR Coordinator, CTE Teachers		\$20,000.00	L-CTE/Perkins	Sept 2019-June 2020	Teacher certifications and licenses, rosters of students with higher education course, and student certifications.	5% increase in dual credit and 10 % increase certifications.	
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.	CTE Director, CTE Coordinator, CCMR Coordinator, CTE Assustant Principal	Region 20, GEAR UP partnership for professional development	\$10,000.00	L-CTE/Perkins/ GEAR UP Grant	Sept 2019-June 2020	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.	30% Increase in targeted professional development completed by CTE Admin and Teachers	
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	Director of Advanced Academics, Director of Guidance & Counseling, CTE Coordinator, High School Principals	Alamo Colleges	\$40,000.00	L-CTE/Perkins	Sept 2019-August 2020	Increase the number of students earning college credit. Advising services documented by campus sign-in sheets with students and parents.	5% increase in dual credit enrollment and successful completion.	
1.6	CTE 9	REALIGN ALL CTE PATHWAYS to meet Programs of Study requirement during 20-21 school year (implementation year)	CTE Director, CTE Coordinator, CCMR Coordinator	TEA-HB3 PLAN			Sept 2019-August 2020	Student enrollment and CTE course completion through PEIMS records	5% increase in student concentrators, and 5% increase in student Completers	
1.5	CTE 10	CREATE AND IMPLEMENT A STREAM-LINED PROCESS for tracking military enlistment.	CTE Director, CTE Coordinator, CCMR Coordinator, High School Counselors, ROTC Teachers	CTAT info session			Sept 2019-June 2020	Military enlistment process/forms, data sheets, counseling records	2% increase in military enlistment intentions through accurate record-keeping.	Summative
1.3	CTE 11: 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.	CCMR Coordinator, Site-Based GEAR UP Facilitators, Counselors	GEAR UP	\$15,000.00	GEAR UP GRANT	Sept 2019-June 2020	GEAR UP Youth Connections data system reports	10% of 10th grade students will receive mentoring services as evidenced by documentation in the GEAR UP Youth Connection data system.	Summative

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	LINK TO SCORECARD	LINK TO SCORECARD		
2.4	CTE 12: 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, educational field trips 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.	CCMR Coordinator, Site-Based GEAR UP Facilitators, Counselors	GEAR UP	\$20,000.00	GEAR UP GRANT	Sept 2019-June 2020	GEAR UP Youth Connections data system reports, student rosters, agendas	10% of 10th grade students will receive mentoring services as evidenced by documentation in the GEAR UP Youth Connection data system. 10% of 9th grade students will participate in at least 1 educational field trip. 30% of 9th graders will participate in a job shadow/site visit.	Summative
3.3	CTE 13: CCMR	PROVIDE OPPORTUNITIES FOR PARENTAL ENGAGEMENT AND COMMUNICATION ABOUT GEAR UP GOALS AND COLLEGE AND CAREER READINESS PROGRAMMING through promotional materials such as booklets, table tri-folds to display GEAR UP information, banners, shirts, and publications.	CCMR Coordinator, Site-Based GEAR UP Facilitators, Counselors	GEAR UP	\$10,000.00	GEAR UP GRANT	Sept 2019-June 2020	GEAR UP Youth Connections data system reports, sign in sheets, agendas	50% of GEAR UP parents will participate in at least one grant activity.	Summative
6.1	CTE 14: CCMR	IMPLEMENT AND MONITOR PROFESSIONAL DEVELOPMENT EXPECTATIONS THAT INCLUDES TRAINING, UTILIZATION, IMPLEMENTATION, AND MONITORING to ensure all 9th & 10th grade teachers/admin, CCMR Coordinator, and CTE Director, and GEAR UP Facilitators are able to support the 2023 cohort.	CCMR Coordinator, Site-Based GEAR UP Facilitators, Counselors	UT AUSTIN	\$8,000.00	GEAR UP GRANT	Sept 2019-June 2020	GEAR UP Youth Connections data system reports, Purchase orders, training certificates, sign-in sheets, training resources, CCR program evaluations, and staff input	40% increase in targeted professional development offerings to targeted staff.	Summative
1.1	STEM 1	INCREASE STUDENT STEM FLUENCY SKILLS through alignment and focus of science and MathTEKS in various STEM curricula and pacing guide	STEM Coordinator	Focus TEKS. TEA STEM Toolkit.	\$25,000.00	L-STEM	Sept. 2020-June 2021	Baseline scores this year.	Increase of 5% for general education student in 5th grade for science and math on targeted TEKS of completed missions. Evaluations	Summative
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	STEM Coordinator	Focus TEKS, TEA STEM Toolkit,	\$280,000.00	L-STEM	Sept. 2020-June 2021	Curriculum Documents will include required Career lessons & opportunities, such as College and Career Exploration Day. Interest Inventory, Posttest in Modules.		Summative

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
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.	STEM Coordinator	Placement of Teacher in STEM Lab and STEM based clubs.	\$171,000.00	T1	Sept. 2020-June 2021	Evaluations	100% of all middle school campuses will have an Explore Careers Course for all 8th grade students.	Summative
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	Director CTE, STEM Coordinator, CTE Coordinator, CCMR Coordinator	Advisory boards, meetings, minutes BASELINE YEAR	\$20,000.00		Sept. 2020-June 2021		Increased number of learning opportunities by 10% annually.	Summative
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 all campuses	STEM Coordinator	Data collection for duration of grant.	\$2,000.00	L-STEM/AA Grant	Sept. 2020-June 2021	Data collection for duration of grant.	5% increase in 5th grade Math and Science STAAR. BASELINE YEAR	Summative
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.	STEM Coordinator	Data collection for duration of grant.	\$1,000.00	L-STEM/AA Grant	Sept. 2020-June 2021	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.	Summative
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	STEM Coordinator	Data collection for duration of grant.	\$15,000.00	G-PLTW	Sept. 2020-June 2021	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.	Summative
1.6	STEM 8	PROVIDE A RIGOROUS STEM/AMT/Engineering PATHWAY through the Toyota grant, including professional development, materials, and resources	STEM Coordinator	Data collection for duration of grant.	\$15,000.00	G-PLTW	Sept. 2020-June 2021	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.	Summative

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
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	CTE Director, CTE Coordinator, STEM Coordinator, Counselors, Administrators, Teachers, Parents, Industry Partners	Meeting agendas, sign in sheets, student/campus/community	\$40,000.00	L-STEM	Sept. 2020-June 2021	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%. BASELINE YEAR	Summative
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)	Assistant Superintendent of C&I	Job description, schedule, contract, scope and sequence.	\$75,000.00	L-STEM	Sept. 2020-June 2021	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	Summative
1.1	Early Childhood Education 1	IMPROVE READINESS IN BASIC READING AND SPELLING INSTRUCTION AND STUDENT SKILLS FOR PK students through training and instructional materials for all PK classrooms including phonological awareness, phonics, & spelling	Early Childhood Coordinator & Literacy Coordinator	PA and Phonics/Spelling Resources Saxon, Heggerty and LETRS	(19-20)35000 2020-2021 the campus will purchase any materials needed by the new Pre-K teachers	SCE EC Allotment funds	Sep 2020-May 2021 Literacy coaches will assist with training any new Pre-K teachers on Heggerty at the campus	Sign-in sheets PD/Support completion and walkthrough data review of virtual classrooms for Google classroom and or class schedules	85% or more students will reach widely held expectation in Literacy in the GOLD assessment by the end of the 20-21 school year	100% of Pre-K students will be assessed with Teaching Strategies GOLD BOY MOY and EOY checkpoints
1.2	ECE 2	IMPROVE CLASSROOM INSTRUCTION AND STUDENT OUTCOMES BASED ON DATA by purchasing Teaching Strategies GOLD and providing PD as well as coaching teachers to use GOLD and CLASS scores to drive instruction and instructional decisions	PK and Head Start Coordinator	TeachStone and Teaching Strategies			August -May 2020-2021	coaching logs and online PD certificate of Teaching Strategies 10 hour online PD for reliability	CLASS scores	Pre-k teachers will show at least one level of improvements improvement from BOY to EOY in the dimensions of CLASS
					HS pays for HS students and \$1,533 PK4SA Grant for district students in Grant funded classrooms, and \$820 for district Pre-K students imbedded in Head Start classrooms	HS Grant, PK4SA Grant, EC allotment for Pre-K			GOLD Growth report	85 to 90 % of PK students will meet Kinder Readiness in all domains of GOLD by the end of the year

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2.1	ECE 3	MAINTAIN A SAFE AND POSITIVE LEARNING ENVIRONMENT WITH POSITIVE STUDENT BEHAVIORS through training on positive student-teacher interactions for all Elementary Administrators and PK Teachers, and the Pre-K Coordinator .	PK and Head Start Coordinator	Head Start, PK4SA TeachStone CLASS	covered in the Head Start and PK4SA Grant	Head Start Grant	Sep-May -2021	PD sign in sheets Online PD with PK4SA during district PD days on CLASS in a 3 part series Assistant principals will participate in an online PD with PK4SA on developmentaaly appropriate best practices in Pre-K	CLASS scores will increase from BOY to EOY in the areas of Social Emotional and classroom organizarion	walkthrough scores will improve in the area of SEL in CLASS at least one level or the teacher will reach at least a level 5 in that dimension of CLASS. (Practice sessions with follow up coaching sessions with Head Start coach or Pre-K coordinator )
						PK4SA Grant				
5.1	ECE 4	ESTABLISH AND IMPLEMENT A PRE-K PARENT ENGAGEMENT PLAN THAT IS ALIGNED WITH HEAD START AND DISTRICT GOALS.	PK and Head Start coordinator	Head Start and PK4SA	HS Grant \$7,000	Head Start Grant	Sep-May 2021	The District Parent Engagement Plan will have an addendum posted to the district website	There will be an increase in parent participation in Head Start parent meetings and or campus lead family events	documentation in teacher schedules of virtual parent meetings with a 5% increase in the level of participation
5.2	ECE 5	Provide PK services to all 4 year olds in the community regardless of parent income and purchase the furniture as well as center materials that will provide for a positive learning experience for those 4 year olds.	Executive Director of Student Services and PK Coordinator	Head Start, PR department,PK4SA	\$700,000 HS Grant	Head Start Grant	Sep-May 2021	increase in number of PK students as well as a mixture of eligible Pre-K students emrolled regardless of parent income levels	There will be an increase in student enrollment from BOY 2020 to middle of the year in Jan 2021	enrollment numbers at beginning of the year and after the second campaign with public relations department
					\$341,325 PK4SA Grant and \$96,000 local					
6.1	ECE 6	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	PK4SA PD Team,Head Start Team, and district PK Coordinator	Head Start and PK4SA	PK4SA Grant 341,325 and Head Start Grant 700,000	PK4SA Grant, Head Start Grant , EC allotment	Sep.1-2020-July 31, 2021	Sign in sheets and agendas for the Professional Development	improvement in CLASS scores and SEL scores in GOLD as well as imprvement in GOLD scores from BOY to EOY.	teacher surveys, virtual reviewing of Google classroom and coaching sessions

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
	ECE7	Provide resources and general supplies to carry on the functions of the ECE department and compliance requirements in an effective and efficient manner; including holding meetings, trainings, and technical support.	Executive Director of Student Support Services and Pre-K Coordinator	PK4SA, Head Start, C&I	\$10,000.00	HB3 ECE Allotment	Sep.1-2020-July 31, 2021	notebooks and files of trainings etc.	percentage of teachers receiving training and coaching. Improvement in CLASS scores	TEA PK Self Assessment tool Summative
	ECE 8	Provide support to the schools with coaching virtually and face to face in regard to TeachStone CLASS observations and or Teaching Strategies GOLD assessment and monitoring of the Pre-K program via travel to the schools and or meetings and maintenance of digital and or print data.( CLASS recertification)	Pre-K coordinator and Executive Director of Student Support Services	Teach Stone , Teaching Strategies, Head Start, PK4SA	\$40,000.00	Early Childhood Allotment for Pre-K and Head Start or PK4SA Grant	Sep 2020-June 2021	coaching logs	improvement in CLASS scores and SEL scores in GOLD as well as improvement in GOLD scores from BOY to EOY.	MOY and EOY GOLD scores and or comparison of CLASS scores over a three year period
	ECE 9	Provide coaching to the Pre-K teachers via the fine Arts using Wolf Trap	Pre-K coordinator and Executive Director of Student Support Services	Tobin Center for the Arts and Wolf Trap Institute for Early Learning	\$27,500.00	PK4SA Grant	Feb-May 2021	coaching logs	improvement in CLASS and GOLD scores	MOY and EOY GOLD scores and or comparison of CLASS scores over a three year period
4.1	External Programs 1: Private Non-Profit	Provide comparable Title 1 funding to Private Non-profit schools which have enrolled Southwest ISD students.	Exec. Dir. Of External Programs & Purchasing	Region 20 Coop & third party vendors	\$19,000.00	Title 1 Funds	Sept.- June 2021	Crosswalk PNP documentations attestations	100% of all SWISD students who meet Title 1 requirements attending PNP schools will be comparable funded.	Audit documentation and consultation data
6.1, 6.3	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.	Exec. Dir. Of External Programs & Purchasing	<input type="checkbox"/> Professional Development – travel <input type="checkbox"/> Reading Materials – Book Study <input type="checkbox"/> Light Refreshments <input type="checkbox"/> Trainers – for professional development <input type="checkbox"/> Technical Consultants <input type="checkbox"/> Transportation/Travel <input type="checkbox"/> ACET Conferences <input type="checkbox"/> Region 20 Directors Meetings	\$10,000	Title I Title II A Title IV SCE and Local Funds	July 1 - August 2021	Needs assessments contracts training schedules purchase orders and invoices	100% of all campus and district instructional professionals will be trained annually.	EOY Evaluations workshop evaluations/ feedback and EOY surveys
6.1	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.	Exec. Dir. Of External Programs & Purchasing	<input type="checkbox"/> Professional Development – travel <input type="checkbox"/> Reading Materials – Book Study <input type="checkbox"/> Light Refreshments <input type="checkbox"/> Trainers – for professional development <input type="checkbox"/> Technical Consultants <input type="checkbox"/> Transportation/Travel <input type="checkbox"/> ACET Conferences <input type="checkbox"/> Region 20 Directors Meetings	\$20,000	Title I Title II A Title IV SCE and Local Funds	Sept.- June 2021	Needs assessments purchase orders and invoices	100% of all campus and district support in the areas of curriculum and instruction.	EOY Evaluations and EOY surveys

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR			Link to scorecard	Link to scorecard	
6.3	External Programs 4: Staff	Provide specialized staff to support district and campus federal, state, and grant funding, purchasing, and compliance.	Exec. Dir. Of External Programs & Purchasing	<input type="checkbox"/> Campus support – travel <input type="checkbox"/> Professional development – travel <input type="checkbox"/> Program development – clerical general supplies and misc. <input type="checkbox"/> Consultant – external for mini-audits	\$5,000	Title I Title II A Title IV SCE and Local Funds	Sept.- June 2021	Time card data, job descriptions, daily schedules, purchase orders, workshop request forms, contract and minutes from mini-audits.	100% of all campuses and external funding programs (governed by this department) will have three mini-audits per year.	EOY Compliance documentation and eval
4.3	External Programs 5: Professional Services	Provide resources and office supplies to carry on the functions of External Programs and district initiatives.	Exec. Dir. Of External Programs & Purchasing	<input type="checkbox"/> Meetings, trainings, and technical support <input type="checkbox"/> General Supplies <input type="checkbox"/> Office Supplies <input type="checkbox"/> Printing and Translating Services <input type="checkbox"/> Curricular Resources and supplemental materials	\$10,000	Title I Title II A Title IV SCE and Local Funds	Sept.- June 2021	Needs assessments purchase orders and invoices	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.	EOY Evaluations and EOY surveys
4.1	External Programs 6: Grant Services and Personnel	Provide grant services and monitor grant deliverables, including personnel for compliance.	Exec. Dir. Of External Programs & Purchasing	FTE hours/time	3 FTE - 25%	Title I Title II A Title IV SCE and Local Funds	Sept.- June 2021	Master Grant forms, NOGAs, Compliance documentation, mini-audit records.	District will meet all MOU/MOA and/or grant deliverables for external grant funding.	Master grant data and any findings
4.3	External Programs 7: Campus-based Programs	Provide support through planning, coordinating, and procuring collaborative contracts for needed programs to ensure continuity throughout the district and provide guidance for procurement	Exec. Dir. Of External Programs & Purchasing	FTE hours/time	3 FTE - 25%	Title I Title II A Title IV SCE and Local Funds	Sept.- June 2021	CAF's, contracts, guidance documents, CNA (campus level)	District will ensure coordinated campus contracts are completed within 2 weeks or school request or contract completion.	Master contract
1.1	External Programs 8: Campus-based Resources	Provide general supplies, software, services, and technology to provide continuity of instructional services for Title I schools aligned with Title I, Title III, ESSER, CRF, Title IV, state-allotments, and CARES Act intent for grant or allotment use.	Exec. Dir. Of External Programs & Purchasing	FTE purchasing clerk	FTE - 30%	Title I, SCE, and Local Funds All federal and state funds	Sept - August 2021 CARES 3/13/2020 - end of grant	Purchase orders, technology inventory, grant applications, budgets	100% of all allotments and federal grants will be utilized based on intent of funding use and the district will meet expenditure thresholds annually.	



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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	Link to scorecard	Link to scorecard		
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.	Executive Director of Fine Arts Richard Flores	L-FA	\$15,000.00	Local	August 2020-July 2021	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. 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.	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.	Summative

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	Link to scorecard	Link to scorecard		
							TIMELINE			
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	Executive Director of Fine Arts Richard Flores	L-FA	\$25,000.00	Local	August 2020-July 2021	Implementation of training and learning will be monitored through classroom observation and teacher re-delivery of instruction.	Purchase orders, Workshop Request Forms, Certificates, Sign-In Sheets, external workshop monitoring with 100% of Fine Arts Staff participating in external workshop training.	Summative
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.	Executive Director of Fine Arts Richard Flores	L-FA	\$2,500.00	Local	August 2020-July 2021	Growth in programs through recruitment strategies	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	Summative
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.	Executive Director of Fine Arts Richard Flores	L-FA	\$10,000.00	Local	August 2020-July 2021	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.	Teachers will engage in professional development specific to T-TESS and Fine Arts techniques as measured by workshop requests, sign-in sheets.	Summative
1.6	Fine Arts 5	IMPROVE INSTRUCTIONAL RIGOR AND AUTHENTICITY OF LEARNING ENVIRONMENT by increasing the quality of strand through objective evaluations	Executive Director of Fine Arts Richard Flores	L-FA	\$15,000.00	Local	August 2020-July 2021	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.	Classroom observations, informal and formal assessments (observations & performances), and contests will be used by the Fine Arts Director to evaluate program success.	Summative
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	Fine Arts Department All Fine Arts Teachers	L-FA	\$0,000.00	Local	August 2020-July 2021	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.	Teachers will foster a climate of positive social interaction daily with all Fine Arts students using informal and/or verbal feedback from observations.	Summative

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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.	Executive Director of Fine Arts Richard Flores	L-FA	\$0,000.00	Local	August 2020-July 2021	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.	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.	Summative
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.	Executive Director of Fine Arts Richard Flores	L-FA	\$0,000.00	Local	August 2020-July 2021	Sign in sheets will measure attendance with at least 90% of teachers attending.	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.	Summative
2.2	Fine Arts 9	SAFETY OF STUDENTS AND POSITIVE SOCIAL INTERACTIONS ARE A FOCUSED PRIORITY OF ALL FINE ARTS STAKEHOLDERS through systemic processes, procedures, and safety materials to include, but not limited to, COVID mitigating materials such as masks, performance masks, instrument covers, etc. both within the school and during school activities outside of the school day.	Executive Director of Fine Arts Richard Flores Charmaine Davis Vanessa Ortega	L-FA	\$120,000.00	Local	August 2020-July 2021	Attendance will be measured through sign-in sheets with at least 95% attendance.	Fine Arts teachers will attend at least one professional development session on safety and systemic processes and procedures.	Summative
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.	Executive Director of Fine Arts Richard Flores	L-FA	\$20,000.00	Local	August 2020-July 2021	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	Teachers will continue providing targeted, social experiences for students and adding 1%-3% more.	Summative
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.	Executive Director of Fine Arts Richard Flores Charmaine Davis Vanessa Ortega	L-FA	\$0,000.00	Local	August 2020-July 2021	Each teacher will keep a portfolio of sample communication methods to be reviewed by the Fine Arts Director to ensure multiple methods of communication.	Teachers will use multiple forms of media to communicate with all stakeholders measured by logs such as ECL.	Summative
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	Executive Director of Fine Arts Richard Flores Charmaine Davis Vanessa Ortega	L-FA	\$0,000.00	Local	August 2020-July 2021	These will be measured through media postings and performance promotion.	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.	Summative

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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	Executive Director of Fine Arts Richard Flores		\$250,000.00	Local	August 2020-July 2021	This will be measured through increased enrollments from PEIMS and TXEIS reports. Success will be measured by showing increased staffing in Fine Arts.	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; addition of Choir Directors for the added numbers in Choir initiative (year 3); expansion of Dance and Orchestra to middle school.	Summative
4.1	Fine Arts 14	ENSURE A QUALITY FINE ARTS LEARNING ENVIRONMENT by providing support, materials, supplies, tutors, supplemental curricular resources, etc. to various classrooms that enhance and extend the curriculum	Executive Director of Fine Arts Richard Flores	L-FA	\$500,000.00	Local	August 2020-July 2021	Operational and Payroll budgets	Increased enrollments will require expanded operational budgets; Continue and maintain the music tutor program with an expansion for Choir and Mariachi support.	Summative
				L-FA	\$230,000.00	Local	August 2020-July 2021			
				Title I for Art of Education Flex Resource (Art K-12), Digital Theatre + (Theatre 6-12), Music K-8, and Essential Elements Music Class Interactive (Music K-5)	\$28,000.00	Title I	December 2020-December 2021	Measure evidence in numbers of resources, assignments used to supplement the curriculum through system management.	Enhanced assignments and projects documented	
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.	Executive Director of Fine Arts Richard Flores	L-FA	\$15,000.00	Local	August 2020-July 2021	Measured by calendars, program offerings, and social media promotions.	Each school will increase the number of performance offerings by 1%-3% to the school and community.	Summative
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.	Executive Director of Fine Arts Richard Flores	L-FA	\$100,000.00	Local	August 2020-July 2021	Measured by comparing last year's offerings with this year's offerings and showing a 1%-3% increase in student enrollment.	Widen offerings for the Summer Fine Arts Academy with advanced planning and preparation for all learners in grades 3-12.	Summative

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5.2	Fine Arts 17	PROVIDE ENGAGING OPPORTUNITIES FOR ALL FINE ARTS STAKEHOLDERS IN PARTNERSHIP WITH COMMUNITY OUTREACH AND PARTICIPATION IN EVENTS including Blue Santa, local events, city events, state events, and national events and recognition, parades, performances, etc.	Executive Director of Fine Arts Richard Flores	L-FA	\$1,000.00	Local	August 2020-July 2021	Observations, surveys, enrollments, SWISD and state data, program assessments, and state program evaluations	Widen offerings for the Summer Fine Arts Academy with advanced planning and preparation for all learners in grades 3-12.	Summative
				L-FA	\$50,000.00	Local	August 2020-July 2021			Summative
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	Executive Director of Fine Arts Richard Flores	L-FA	\$0,000.00	Local	August 2020-July 2021	Measured by counts, sign-in sheets, and parent surveys by including Fine Arts performances.	We will measure a 1% -3% increased number of patrons at community events.	Summative
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	Executive Director of Fine Arts Richard Flores	L-FA	\$5,000.00	Local	August 2020-July 2021	Observation, feedback, and surveys	Monitor teachers' adherence to District-led performance goals	Summative
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.	Executive Director of Fine Arts Richard Flores	T4	\$11,000.00	Local	August 2020-July 2021	Purchase orders, Workshop Request Forms, Certificates, Sign-In Sheets, external workshop monitoring	Select Fine Arts Staff will participate in external workshop training.	Summative
6.2	Fine Arts 21	PROVIDE ONGOING SUPPORT FOR FINE ARTS TEACHERS through the implementation of mentorships and PLCs	Executive Director of Fine Arts Richard Flores	L-FA	\$0,000.00	Local	August 2020-July 2021	Using meeting agendas and meeting minutes, establish progress goals for all teachers	Provide monthly PLC Meetings by Fine Arts strand and ongoing observation feedback	Summative
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	Executive Director of Fine Arts Richard Flores	L-FA	\$15,000.00	Local	August 2020-July 2021	In-district professional development opportunities and monthly strand PLC's	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	Summative

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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	Executive Director of Fine Arts Richard Flores	L-FA	\$15,000.00	Local	August 2020-July 2021	Student performance observations using travel allowance, campus sign in sheets, program evidence.	Monitor progress through observations, formal and informal conferences, and building teacher capacity.	Summative
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	Advanced Academic Specialists, Campus Admin	TPSP Website Teacher PD	\$1,000.00	L-GT	August 2020-June 2021	100% of campuses will receive training about TPSP expectations	100% of all campuses will participate in a TPSP project. Google Form Documentation will be collected for each campus.	Sign-In Sheets
1.5	Gifted & Talented 2	ENSURE STUDENTS WHO DEMONSTRATE ABOVE AVERAGE TALENTS &/OR ABILITIES ARE REFERRED FOR ASSESSMENT & EVALUATION	Advanced Academic Specialists, Campus Admin	Staff Meetings, Parent Meetings, Teacher Ratings (Hope Scales), Test Scores	\$13,000.00	L-GT	Oct 2020-March 2021	GT referrals from all campuses	Increase in GT referrals across the district by 15%.	GT referral data
1.5	Gifted & Talented 3	ENSURE ALL KINDER STUDENTS ARE SCREENED TO IDENTIFY POTENTIAL STUDENTS FOR REFERRAL through the district GT screener	Advanced Academic Specialists, Campus Admin	Kinder Screener	\$1,000.00	L-GT	Oct 2020-March 2021	Kinder GT referrals	GT numbers in Kinder reflect GT population across the district	GT referral data
1.5	Gifted & Talented 4	PROVIDE EXTENDED COLLEGE AND CAREER LEARNING OPPORTUNITIES through before/after school events, field trips, summer programs, etc.	Advanced Academic Specialists, Campus Admin	Student Rosters	\$7,500.00	L-GT	August 2020-May 2021	100% of campuses will participate	100% of elementary and middle school GT campuses will participate in an extended learning opportunity for GT students	Event rosters
1.6	Gifted & Talented 5	ENSURE GIFTED STUDENTS PARTICIPATE IN RIGOROUS LEARNING EXPERIENCES THAT REQUIRE THE USE OF EXTENDED THINKING AND COMPLEX PROBLEM SOLVING SKILLS through the implementation and support of various programs.	Advanced Academic Specialists, Campus Admin	STAAR Reading Data, Depth & Complexity Training	\$1,000.00	L-GT	August 2020-May 2021	GT Report Card feedback; 100% of elementary campuses will receive training in Depth & Complexity; GT modifications through Curriculum Writing; Guiding Pathways Meetings	STAAR Reading data from 4/5 grade and 7/8 grade will be used to determine growth; Curriculum documents; Meeting Sign-In Sheets	Walkthrough data
1.6	Gifted & Talented 6	PROVIDE TEACHERS WITH EXTENSION ACTIVITIES that align with the YAG's and URGs at the elementary and middle school level to use with GT students.	Director of Advanced Academics, Advanced Academic Specialists, Teachers	TPSP Website, Unit Resource Guides, Curriculum Writing	\$10,000.00	L-GT	June 2021-July 2021	GT modifications through Curriculum Writing	Curriculum Documents	Lesson Plans, STAAR data
3.2	Gifted & Talented 7	ENGAGE PARENTS OF GIFTED AND TALENTED STUDENTS through clear, concise, and timely communication in a variety of mediums including written newsletters, presentations, etc.	Advanced Academic Specialists, Campus Admin	Sign-In Sheets, Survey Data	\$2,000.00	L-GT	August 2020-May 2021	100% of campuses providing opportunities for parents to learn about the GT program	Increase parent engagement of GT students to at least 25% as documented through open-house sign-in sheets, Surveys, parent meetings, etc.	Sign-In Sheets

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
3.3	Gifted & Talented 8	EXPAND TPSP PROJECTS INTO A SHOWCASE PROGRAM that solicits feedback from business and community members and highlights successes of SWISD G/T students.	Advanced Academic Specialists, Campus Admin, Teachers	TPSP Feedback	\$1,000.00	L-GT	August 2020-May 2021	100% of campuses will participate in a TPSP showcase	100% of campuses will solicit feedback for their students' GT Projects. Implementation will be monitored through sign-in sheets of feedback meetings/presentations.	Sign-In Sheets Event rosters
4.1	Gifted & Talented 9	SYSTEMATIZE GUIDELINES AND PRACTICES OF DISTRICT AND CAMPUS GIFTED AND TALENTED PROGRAMS through the creation and distribution of the SWISD Gifted and Talented Handbook and implementation of Project GT.	Director of Advanced Academics, Advanced Academic Specialists	GT Handbook Project GT	\$12,500.00	L-GT	August 2019-May 2020	100% of campuses will have access to the Gifted and Talented Handbook	GT handbook will be distributed to 100% of campuses so campus staff, parents and students will have access	Handbook will be linked to the SWISD GT website
4.1	Gifted & Talented 10	SUPPORT AND IMPROVE EXPECTATIONS OF THE GIFTED AND TALENTED PROGRAM AT EACH CAMPUS through an assigned administrator and teacher lead at each campus that attends G/T meetings and delivers information to all campus personnel	Advanced Academic Specialists, Campus Admin	Campus Leads	\$1,000.00	L-GT	August 2020-July 2021	Campuses will have representation at all meetings throughout the year	100% of campuses will have an assigned administrator and campus lead.	Sign-In Sheets
4.1	Gifted & Talented 11	SUPPORT, IMPLEMENT, AND IMPROVE GIFTED AND TALENTED INCLUDING CURRICULUM ALIGNMENT, IMPLEMENTATION, AND DATA ANALYSIS through district staff (Specialist - 2; Director - 1)	Director of Advanced Academics, Advanced Academic Specialists	District Data	\$188,000.00	L-GT	August 2020-July 2021	Director & Specialists will support 100% of campuses	Specialists will support 100% of campuses in their identification, testing and differentiation. Campus PLC, sign-in sheets, Timecards, etc. will document implementation.	Calendar Meeting notes
6.1	Gifted & Talented 12	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	Advanced Academic Specialists	Sign-In Sheets	\$15,000.00	L-GT	August 2020-July 2021	District PD audit in the area of GT services will be conducted	100% of teachers servicing GT students will attend required professional development that includes identifying and servicing students in underrepresented populations.	PD data report
6.1	Gifted & Talented 13	MAINTAIN A DISTRICT-WIDE PROFESSIONAL DEVELOPMENT PLAN THAT ENSURES ALL TEACHERS OF GIFTED STUDENTS, ALL COUNSELORS AND AT LEAST ONE ADMINISTRATOR PER CAMPUS MEET THE MINIMUM EXPECTATIONS OF THE GT STATE PLAN through co-op's and memberships with a variety of resources including ESC 20 and TAGT	Director of Advanced Academics, Advanced Academic Specialists, Campus Admin	PD Certificates	\$20,000.00	L-GT	August 2020-July 2021	District PD audit in the area of GT services will be conducted	100% of teachers providing GT services to GT students will maintain their 30 hours/6-hour update.	PD data report

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role					Link to scorecard	Link to scorecard	
6.3	Gifted & Talented 14	MAINTAIN A DISTRICT-WIDE PROFESSIONAL DEVELOPMENT PLAN THAT ENSURES THAT EACH CAMPUS HAS AN ADMINISTRATOR AND ALL COUNSELORS MEETING THE THE MINIMUM EXPECTATIONS OF THE GT TEXAS STATE PLAN through co-op's and memberships with a variety of resources including ESC 20 and TAGT	Director of Advanced Academics, Advanced Academic Specialists, Campus Admin	PD Certificates	\$20,000.00	L-GT	Aug 2020- July 2021	District PD audit in the area of GT services will be conducted	100% of campuses will have at least one administrator who has attended GT professional development for administrators. 100% of district counselors have attended GT professional development for counselors (to include social emotional learning).	
1.1	Guidance & Counseling 1 - Guidance Curriculum	DEVELOP GUIDANCE CURRICULUM AND SCOPE & SEQUENCE by developing and coordinating the Guidance - Curriculum through a team of counselors (Elem., MS, HS) during the Summer Curriculum Writing. Curriculum will be calendared and set as scope and sequence (YAG).	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, G&C Curriculum Writing Counselor team	Texas Comprehensive Counseling Model 5th Edition, G&C Curriculum Lessons	\$5,500.00	T1-GC	June-August 2021	Monthly and/or yearly calendar entries, Y	A minimum of 10 themed lessons will be completed per level (Elementary, MS, HS). These lessons are based around Character Ed, Bully Awareness & Drug Awareness. Suicide Prevention, Healthy Relationships & College and Career Readiness. The lessons will be calendared and organized into a year at a glance to be shared with all counselors. The Meeting agendas, sign-in sheets, and guidance lessons created will be uploaded in Google.	
1.2	Guidance & Counseling 2	PROVIDE OPPORTUNITIES AND EXPOSURE TO DEVELOP INFORMED PERSONAL LEARNING PATHS through researching all college and career options	Director of Counseling, Coordinator of Guidance & Counseling, Counselors, Cafe College & Partnership reps through direction of Directors	Data from partnership college advisors	\$3,000.00	L-HSA	September 2020 - June 2021	Increase CCMR awareness and participation.	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 Up Partnership 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.	



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						TIMELINE				
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.	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, HS Counselors. MS & HS Counselors will be trained on completing and collecting this data.	Frontline SIS, 4 Yr Plan/PGPs, Rosters of Conferences between students and counselor.	\$3,000.00	L-GC	October 2020 - June 2021	Increase PGP participation by 5%. Student PGP will be collected on paper and/or electronically.	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 signatures for PGP/Four Year Plans will be collected in an electronic spreadsheet.	
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.	Director of Counseling, Coordinator of Guidance & Counseling, GCAT Lead and GCAT Team. MS & HS Counselors will be trained on completing and collecting this data.	CollegeBoard, TX On Course, Apply Texas Suite, Purchased Program	\$40,000.00	L-HSA	Aug. 2020 - June 2021	Increase CCMR Accountability	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.	
1.4	Guidance & Counseling 5	ENSURE PROFESSIONALISM AND GROWTH OF COUNSELORS through professional development for counselors to include training on the updated Texas Counseling Model Guide, 5th Edition, Program Framework & Program Audit.	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, Outside Consultant	Texas Comprehensive Counseling Model 5th Edition, External Audit	\$6,000.00	T2-GC	September 2020 - June 2021	Quarterly Check Point Meetings with Director of Guidance & Counseling	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. 8 out of 18 random campuses will participate in an external audit. Provide LMS sign in sheets, agendas, and certificate of training..	
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 CASEL's 5 competencies (P.R.I.D.E.: Passion, Respect, Integrity, Determination and Empowerment.)	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, Counselors, Administrators, Teachers	G&C Curriculum Lessons	\$3,000.00	L-GC	August 2020-June 2021	Increase Character Trait Lessons and Activities	Campus Counselor will provide Guidance lessons, calendar, counselor logs indicating when and how delivery of each character ed lesson 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).	

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
2.1	Guidance & Counseling 7	INCREASE STUDENT AND COMMUNITY AWARENESS, ACTION, AND PREVENTION OF BULLYING, CYBERBULLYING, AND HARASSMENT through campus guidance lessons and school-wide Anti-Bullying campaigns.	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, Counselors, Administrators	Rosters, Calendars of events and lessons	\$40,000.00	T1-GC	October 2020 - May 2021	Sign In Sheets, Agendas, Increase campus and student participation	100% of campuses will deliver at least one lesson during Bully Prevention/Awareness week and will have monthly activities promoting the prevention of bullying. 100% of campuses will participate in campus and district wide activities.	
2.3	Guidance & Counseling 8	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) along with QuaverSEL, Panorama & Counselor created lessons.	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, Counselor Leads, Counselors	Rosters, Calendars of events and lessons	\$2,000.00	L-GC	September 2020 - June 2021	Sign In Sheets, Agendas, Increase campus and student participation	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.	

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role					Link to scorecard	Link to scorecard	
2.3	Guidance & Counseling 9	INCREASE THE GUIDANCE CURRICULUM COMPONENT AT ALL LEVELS to reflect the state's recommended percentages: Elementary= 40%; MS=30% ; HS=15%	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, GCAT	Texas Counseling Comprehensive Model 5th Edition, Qualtrics Counselor Log Data	\$20,000.00	L-GC	September 2020 - June 2021	Increase Guidance Lessons at all levels through a variety of venues	Implementation success will be measured using the Google Counselor Log. The following percentage increases will be the target. Elementary: was at 20% -target increase by 15% (state recommends: 40%); MS: was at 5% - target increase by 15% (state recommends 30%); HS: was at 3% - target increase 10% (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.	
3.2	Guidance & Counseling 10	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	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, Counselor Leads , Campus Counselors	District Web Site, Campus Websites, Flyers, Posters, Remind	\$3,000.00	T1-GC	August 2020-July 2021	Increase community participation	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.	
3.2	Guidance & Counseling 11	IMPROVE COMMUNICATION WITH THE COMMUNITY by establishing the district counselor's webpage and Newsletter, along with the campus level webpages.	Director of Counseling, Coordinator of Counseling, Counselors	District Web Site, Campus Websites, Flyers, Posters, Remind	\$5,000.00	T1-GC	Aug. 2020 - June 2021; Newsletter: Oct/Nov, January/February, March/April/ May	District and Campus Counselor Websites Updated	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.	

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						TIMELINE			
3.4	Guidance & Counseling 12	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.	Director of Counseling, Coordinator of Counseling, GCAT	District Web Site, Campus Websites, Flyers, Posters, Remind	\$5,000.00	L-GC	August 2020-July 2021	District and Campus Counselor Websites Updated, Poster Print Outs	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.
4.1	Guidance & Counseling 13	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.	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, Counselors	SIS, Google Sheet, Rosters, PGPs	\$5,000.00	L-HSA	August 2020-June 2021	Increase Graduation Rates	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.
4.1	Guidance & Counseling 14	Establish Leads TO MONITOR, GUIDE, AND COORDINATE THE COUNSELOR PROGRAM DEVELOPMENT AND IMPLEMENTATION through observations, needs assessments, and evaluations	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, Elementary Counselor Lead(s), MS Lead, HS Leads	Consultants, Texas Counseling Comprehensive Model 5th Edition	\$20,000.00	L-GC	August 2020-July 2021	Adopt the SWISD Counseling Comprehensive Model	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.
4.1	Guidance & Counseling 15	ENSURE A QUALITY LEARNING ENVIRONMENT BY IMPLEMENTING PRACTICES FROM TRAUMA INFORMED SCHOOLS through training for key staff and monitored implementation	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, CIS (Communities in Schools) and SW Cares Committee	CIS, SW Cares	\$93,000.00	T1-GC, SCE	August 2020-July 2021	CIS Data	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.

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role					Link to scorecard	Link to scorecard	
4.2	Guidance & Counseling 16	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.	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, Counselors	Texas Counseling Comprehensive Model 5th Edition, Monthly and Yearly Calendar	\$3,000.00	L-GC	August 2020-June 2021	Google Shared Folders, Sign In sheets	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.	
4.2	Guidance & Counseling 17	PROMOTE A HEALTHY AND SAFE ENVIRONMENT IN SCHOOLS AND THE COMMUNITY by providing social emotional (SEL) activities and lessons for students, staff and parents on Healthy Relationships/Friendship and highlighting awareness of Dating Violence, Accepting differences & Respect)	Director of Counseling, Coordinator of Guidance & Counseling, Training will be delivered to all Counselors so that implementation at campuses can be supported by Administrators, Staff	Curriculum Lessons	\$1,000.00	L-GC	February 2020-2021	Increase student awareness	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.	
4.3	Guidance & Counseling 18	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).	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, Training will be delivered to all secondary Counselors so that implementation at campuses can be supported by Administrators, Staff	Google sheet, student scholarship letters	\$20,000.00	L-HSA	October 2020 - June 2021	Increase total Scholarship Amount	Increase the scholarship award total for the senior class to \$8 million for the 2020-2021 school year. CCR team at each high school will monitor this through sign in sheets, Tracking Master List, Counselor logs, P16 & Diplomas data.	
5.2	Guidance & Counseling 19	PROVIDE OPPORTUNITIES FOR PARENT AND COMMUNITY ENGAGEMENT through the Guidance & Counseling program and continue to provide opportunities for parent/community participation to include SW Cares events.	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, GCAT & Leads through direction/training from Director	Calendar of parent meeting dates	\$5,000.00	L-GC	August 2020-July 2021	Increase parent participation	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	
5.3	Guidance & Counseling 20	ESTABLISH GUIDANCE AND COUNSELING SURVEYS to gather community needs and develop parent learning sessions.	Director of Guidance & Counseling, Coordinator of Guidance & Counseling	Needs Assessment Surveys BOY EOY	\$1,000.00	L-GC	August 2020- June 2021	Google Data collected from surveys	Collect at least 30% of parent needs assessment surveys during the Fall &/or Spring semester to use and establish parent sessions that will be presented throughout the year.	

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6.3	Guidance & Counseling 21	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.	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, GCAT & Leads through direction/training from Director	ESC Region 20, Texas Counseling Association	\$10,000.00	T2-GC	August 2020-July 2021 Grad Requirements/Coding for SPED: May 10, 2021	Increase in professional development participation	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.	
6.3	Guidance & Counseling 22	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.	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, Counselors, Administrators and teachers	ESC Region 20, Texas Counseling Association, Sign In sheets	\$10,000.00	T2-GC	August 2020-July 2021	Increase in professional development participation	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.	
1.5	Instructional Technology 1	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.	Director, Instructional Technology	Be Internet Awesome & Pear Deck Modified Curriculum, Tech Facilitators	\$2,000.00	T2	September 2019-June 2020	Curriculum documents, report on completion of minimum requirements for eRate compliance	100% campus participation	All campuses utilized curriculum documents and completed SafetyNet training.
3.2	Instructional Technology 2	Increase effective communication and community involvement through digital and social media platforms and Face-to-Face learning opportunities	Director, Instructional Technology	Remind, Google Classroom, Zoom, YouTube	\$40,000.00	L-IT	September 2019-June 2020	Remind Usage Reports, live session recordings, Parent Online Learning Hub analytics	Product reports increase year over year based on current usage	
4.1	Instructional Technology 3	Build the capacity of each campus community to implement and support blended learning strategies to ensure a quality environment for all stakeholders through the Premiere Speakers Bureau: Explore lesson design for both online and face-to-face students. Dr. Tucker will work with you virtually to explain	Director, Instructional Technology	Tech Facilitators (24), professional development, Instructional Technology Coordinators (3), Director of Instructional Technology (1), Outside presenters	\$40,000.00	IMA	September 2019-June 2020	Contracts, Time Sheets, etc.	ePortfolios	Creation of Teacher & Parent Online Learning Hubs to support campus staff and parents in Remote Learning, and

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		how you can support teachers in lesson design as we shift to this concurrent setting.				IMA				webinar series for district, campus personnel, and community to support growth in remote and blended learning
6.3	Instructional Technology 4	Build and expand the leadership and Instructional Technology capacity of the Instructional Technology staff and C&I division through quality training and research	Director, Instructional Technology	Conferences, Webinars, Professional Learning Networks, Professional collaborations, etc.	\$10,000.00	L-IT	September 2019-July 2020	Training certificates,	Professional development and integration improvement in district program	Attended TCEA in February as a staff and participated in multiple online and blended learning training opportunities
6.6	Instructional Technology 5	EXPAND TARGETED TRAINING OPPORTUNITIES through exploration and implementation of a variety of training modalities and providing learning opportunities in at least 2 modalities.	Director, Instructional Technology	G Suite tools, LMS, available collaborative online tools	\$2,500.00	L-IT	September 2019-July 2020	Calendar documentation	Increase in participation in Instructional Technology professional development	HR is utilizing Alludo for Frontline training
1.1	Library Services 1	INCREASE ACCESS TO LITERACY TOOLS by providing training to staff and students on library resources	Director of Library Services	Follett Destiny, ESC 20 Educational CO-OP	\$30,286.00	L-LIB	August 2020-June 2021	Destiny Follett and Chalkdust	Increase library resources usage by 10%	Data Analysis
3.3	Library Services 2	INFORM ALL STAKEHOLDERS OF LIBRARY ADVANCEMENTS, OPPORTUNITIES, RESOURCES, ETC. THROUGH A VARIETY OF MEDIUM including library websites available through campus websites, newsletters, etc.	Director of Library Services	Online resources such as Google apps/tools, Canva/ Smore, etc.	\$0,000.00	N/A	August 2020-June 2021	District Library Expectations	Increase of patron awareness regarding library events	100% of the libraries will have a google library site; site will include information for parents
4.1	Library Services 3	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	Director of Library Services	ESC 20 Educational CO-OP, TumbleBooks, Capstone	\$180,760.00	L-LIB	August 2020-June 2021	Destiny Follett and Chalkdust	Increase library resources usage by 10%	Data Analysis
4.2	Library Services 4	ENSURE ALL STUDENTS HAVE ACCESS TO APPROPRIATE LITERACY MATERIALS by increasing the number of high-quality, multicultural Spanish language books in circulation	Director of Library Services	Book vendors such as Follett School Solutions, Bound to Stay Bound Books, etc.	\$3,211.00	L-LIB	August 2020-June 2021	Increase the number by 2 additional book for each Bilingual student	Equitable access to library resources by all	Destiny Report

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5.2	Library Services 5	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.	Director of Library Services	Scholastic Book Fairs, Follett Book Fairs, San Antonio Public Library, Bexar County Digital Library	\$0,000.00	N/A	August 2020-June 2021	Number of virtual events held at each campus	Increase parental library engagement by 10%	Parental Virtual Sign in Sheets
6.1	Library Services 6	ESTABLISH AND MONITOR DISTRICT LIBRARY PROFESSIONAL DEVELOPMENT through the use of district Library Expectations	Director of Library Services	District PD days	\$0,000.00	N/A	August 2020-May 2021	Mid-Year check to see if District Library Expectations are being met	Increase the number of library staff meeting 100% of the expectations from 8 campuses to 12	Library Expectations document
6.5	Library Services 7	BUILD THE CAPACITY OF CAMPUS LIBRARIANS IN RESEARCH-BASED AND INNOVATIVE PRACTICES through a variety of professional development opportunities.	Director of Library Services	ESC 20 Educational CO-OP, TLA Conference, District PD days	\$5,165.00	L-LIB	August 2020-June 2021	Librarians provide training to campus staff	Increase the number of training sessions provided by the librarians	Teacher sign in sheets
	School Safety 1	Provide personnel to ensure school safety meets local state, and federal requirements for school safety, personnel us provided to ensure monitoring, training, and auditing of district facilities and school safety procedures monthly and annually; including emergency action plans	Exec. Dir. of Safety, Transp. & Policy		\$76,000.00	T4	September 1-May20, 2021	All schools will be required to submit documentation on drills, training, and emergency operation plans monthly and annually	100% of schools will be required to submit documentation on drills, training, and emergency operation plans monthly and annually	
	School Safety 2	Utilize survey data and on going safety evaluations training and subject matter expertise is provided through associations and cooperatives for School Safety	Exec. Dir. of Safety, Transp. & Policy		\$2,250.00	T4	September 1-May20, 2021	Measurable data to include attendance in trainings, implementation of best practices in Emergency Operations Plans (EOPs)	Measurable data to include attendance in trainings, implementation of best practices in Emergency Operations Plans (EOPs)	
	School Safety 3	Provide on-site training on newly adopted state emergency management protocol for K-12 institutions and professional development through Region 20..	Exec. Dir. of Safety, Transp. & Policy		\$0.00	L-TBWH	September 1-May20, 2021	All schools will be trained with new Standard Response Protocol by November 1.	All schools will be trained with new Standard Response Protocol by November 1.	
	School Safety 4	Provide SWISD staff with safety resource (MERP app) to utilize during crisis management events	Exec. Dir. of Safety, Transp. & Policy	Local	\$2,750.00	L-TBWH	September 1-May20, 2021	Monitor usage by login data of MERP app	Monitor usage by login data of MERP app	
	School Safety 5	Provide consultant and professional development to train district and campus personnel on Trauma Informed Schools (TIS) through a national recognized curriculum or program standard.	Director of Counseling	Consultant	\$2,000.00	T4	Summer 2021	All teachers will sign up in Eduphoria for the training, then sign in for training.	100% of all secondary campuses will have a TIS team identified and trained, then a viable TIS plan approved.	
	School Safety 6	Provide professional learning opportunities to district team and district staff for Trauma Informed Schools program development and campus training in which at least one to two members of each campus have a certified TIS team member.	Director of Counseling	Books, Online training, meetings, and trainings	\$17,000.00	T4	March - July 2021	Selected members from each campus TIS team will be enrolled in TIS certification classes and pass required assessments.	Trained team members will feel more confident in managing and addressing TIS situations by at least one measure from before training to after training (2020 baseline year).	



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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
	School Safety 7	Provide opportunities to attend state and national professional learning to build effective Trauma Informed practices and procedures, find subject matter experts, and learning new practices and approaches.	Director of Counseling	TIS Conference or training	\$4,300.00	T4	April - May 2021	All TIS members attending conference or training attend specific sessions to be redelivered to the TIS committee or TIS campus teams at a later time.	100% of all attendees will have redelivered the required training by the following semester after the training.	
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.	Campus Administration, General Ed and Special Ed teachers	District Staff & Approved Intervention Programs	\$100,000.00	IDEA-B, State & Local Special Education Funds	8/1/20-7/31/21	State Assessment Reports	Increase in progress measure	Increase in progress measure
1.1	Special Education 2	Ensure students in inclusion environments receive quality instruction through inclusion support that includes staff, scheduling and professional development.	Executive director, director, director, coordinator and campus administrators	District Staff & Approved Intervention Programs	\$100,000.00	IDEA-B, State & Local Special Education Funds	8/1/20-7/31/21	Progress on student IEPs and Grades	Progress reports, student IEPs. and Grades	Evidence of progress on grades, IEP progress reports and state assessments.
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	District Staff	District Staff & Approved Intervention Programs	\$400,000.00	IDEA-B, State & Local Special Education Funds	8/1/20-7/31/21	Increase the number of graduates that attend SET, and a handbook	Increase the number of students in SET evidenced by PEIMS data	IEP progress reports and Increase number of students successfully at training sites.
2.2	Special Education 4	Cultivate a safe and positive environment by sustaining and updating crisis intervention programs	Director of Social & Emotional Development	District Staff & Approved Intervention Programs	\$100,000.00	IDEA-B, State & Local Special Education Funds	8/1/20-7/31/21	Reports from Eduphoria	Increase in number of staff CPI trained	Sign in sheets, completed CPI assessment
2.2	Special Education 5	Establish a positive school experience and behavior redirection program by providing training, materials and support for behavior redirection across the district.	Director of Social & Emotional Development	District Staff & Approved Intervention Programs	\$100,000.00	IDEA-B, State & Local Special Education Funds	8/1/20-7/31/21	Staff development sign in sheets, reduction in DAEP placements	Reduction in DAEP placement, staff development sign in sheets	Staff sign in sheets, reduction in DAEP placements
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 student in special education on all campuses using eSped throughout each semester	ARD Facilitators, Case manager, Coordinators	District Staff	\$100,000.00	IDEA-B, State & Local Special Education Funds	8/1/20-7/31/21	Progress on student IEPs and Grades	Progress reports, student IEPs. and Grades	Evidence of progress on grades, IEP progress reports and state assessments.
3.2	Special Education 7	Provide communication for the child find process in a variety of mediums including website, pamphlets, etc.	Executive director, director, director, coordinator and campus administrators	District Staff	\$500,000.00	IDEA-B, State & Local Special Education Funds	8/1/20-7/31/21	The Child Find process will be published on website, district mail outs, student handbook and information provided to schools	Increase of special education enrollment.	An increase in Child Find numbers

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4.1	Special Education 8	Ensure all IEP Goals are supported through special education staffing, instructional materials, support materials, etc	Executive director, director, coordinator and campus administrators	District Staff & Approved Intervention Programs	\$14,000,000.00	IDEA-B, L-SPED	8/1/20-7/31/21	Progress on student IEPs and Grades	Progress reports, student IEPs. and Grades	Evidence of progress on grades, IEP progress reports and state assessments.
4.2	Special Education 9	Ensure 3-5 year old students are in ECSE programs are being prepared to receive PK/K services in general education setting through specialized. supports, speech services, integrated 3-4 year old program, etc	Executive director, director, coordinator and campus administrators	District Staff & Approved Intervention Programs	\$400,000.00	IDEA-B	8/1/20-7/31/21	Increase in ECSE students in an inclusive setting.	Increase of students leaving ECSE on or near grade level as they enter higher grade levels.	Increase in ECSE students in an inclusive setting.
5.1	Special Education 10	Provide opportunities for Special Education student to participate in extracurricular events and activities, including those that elicit parental/community involvement such as SW Olympic Fiesta and Special Olympics	Executive director, director, coordinator, teachers and campus administrators	District Staff	\$20,000.00	IDEA-B	8/1/20-7/31/21	Olympic Fiesta held and Special Olympics attended	Each campus will participate in Olympic Fiesta resulting in an increase in student athletes as measured by the final student roster.	Increase in student participation in both events
5.2	Special Education 11	Support the needs of special education and their families through ongoing parent training	Executive Director, Campus administrator and teachers	District Staff & Approved Parent Support Programs	\$10,000.00	IDEA-B	8/1/20-7/31/21	Parent Sign in Sheets	Parent Sign In Sheets	Parent Sign in Sheets
6.1	Special Education 12	Establish and monitor the implementation of best practices that enhance student performance through research-based goal-oriented professional development.	Executive director, director, coordinator and campus administrators	District Staff & Approved Intervention Programs	\$100,000.00	IDEA-B	8/1/20-7/31/21	Sign-in Sheets, Increase indicator 2	Sign-in Sheets	Sign-in Sheets
6.3	Special Education 13	Build capacity of district and campus administration on RDA indicator that track disproportionately for discipline placements through training on indicators and strategies for areas of concern.	Executive director, director, coordinator and campus administrators	District Staff & Approved Intervention Programs	\$100,000.00	IDEA-B	8/1/20-7/31/21	Evidence of use of transition plan from DAEP to home campus.	Reduction in out of class placement for disciplinary reasons.	Evidence of a reduction in out of class placement.
1.1	Support Services 1: Science of Reading to prevent & remediate reading difficulties - PK -6th grade & other selected teachers	CULTIVATE EXPERTISE OF TEACHERS IN LITERACY KNOWLEDGE Train teachers on the Science of Reading: Language Essentials for Teachers of Reading and Spelling for selected PK-3rd grade classroom teachers, 6th grade ELAR teachers, and other selected teachers and district staff to build a continuum of science based reading instruction as students progress in grade levels.	Executive Directors and Content Coordinator	LETRS	\$40,000.00	Various Funds	September 2020 - August 2021	walkthroughs forms, emails, sign in sheets of training, and training certificates of completion	mClass BOY, MOY, and EOY scores, district assessment scores and STAAR assessment data will increase by 5 percentage points from BOY to EOY	Review of student data

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
1.1	Support Services 2: Professional Development - Dyslexia/related difficulties and at-risk for dyslexia/related difficulties	Increase success of dyslexic students and students at-risk for dyslexia and/or related difficulties through expanding the number of teachers trained and implementing the Take Flight program and other Level one, two, and three intervention services/science of reading instruction for students with dyslexia/related difficulties or at-risk for dyslexia/related difficulties. Build instructional knowledge of science of reading for students with dyslexia, at-risk for dyslexia and/or related difficulties by providing professional development on evidence based resources, materials, best practices and/or implementation of services, data analysis, progress monitoring for dyslexia interventionists, screening and evaluation professional development for: SS Coordinators, SS Specialists, district staff for in and out of district professional development, time & travel.	SS Coordinators (DYS) SS Specialists	Professional Development	\$30,000.00	SCE and/or DYS	August 2020-July 2021	Enrollment and completion of PD training	100% Service records will be monitored and reviewed to ensure fidelity of services and provided materials are utilized.	Review of student data
1.1	Support Services 3: Dyslexia/related difficulties and at-risk for dyslexia/related difficulties	Increase success of dyslexic students and students at-risk for dyslexia and/or related difficulties through evidence based use of instructional materials.	SS Coordinators SS Specialists Interventionists	Science of reading instructional materials and support materials for students identified with dyslexia and/or at-risk for dyslexia or related difficulties.	\$68,000.00	SCE and/or DYS	August 2020-July 2021	Professional development for identified teachers providing dyslexia intervention and instructional materials to use with dyslexia intervention, will be provided to students receiving dyslexia intervention services.	100% Service records will be monitored and reviewed to ensure fidelity of services and provided materials are utilized.	Review of student data
1.1	Support Services 4: Dyslexia/related difficulties and at-risk for dyslexia/related difficulties	Improve identification and services for students with dyslexia and related disorders or at-risk for dyslexia by providing screening, full evaluations in English and Spanish, and intervention services to include PD, staff, screening, and testing materials	SS Coordinators (DYS) SS Specialists	Build capacity of SS Coordinators, SS Specialists, and Interventionists regarding practices for screenings, full evaluations, services, progress monitoring for students through universal screeners, at-risk screeners for reading difficulties, at-risk for dyslexia/related difficulties, and identification of dyslexia/related difficulties.	\$259,000.00	SCE and/or DYS	August 2020 - May 2021	District will continue to refine the screening and evaluation process and services for dyslexia/at-risk for dyslexia and related disorders through screening, full evaluations, staffings, professional development, materials and other resources.	Students receiving effective researched-based interventions will demonstrate 10% increase in measured progress and meet program designed goals.	Review of student data

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	Link to scorecard	Link to scorecard	
1.1	Support Services 5: Multi-Tiered System of Support, MTSS (RTI)	Increase student success by training new Dyslexia Interventionists and continued professional development for current interventionists on evidenced based intervention programs/practices along with instructional materials to improve service delivery of intervention services for students at risk for reading difficulties and/or at-risk for dyslexia.	SS Coordinators (DYS) SS Specialists	Build instructional knowledge of science of reading practices, resources, implementation and data analysis, progress monitoring of the SS Coordinators (DYS), SS Specialists, and Dyslexia Interventionists	\$6,000.00	SCE and/or DYS	August 2020 - May 2021	Completion of successful training, with instructional resources to implement services	Students receiving effective researched-based interventions will demonstrate 10% increase in measured progress and meet program designed goals.	Review of student data
1.1	Support Services 6: Multi-Tiered System of Support, MTSS (RTI)	RTI (MTSS)- Increase student success by implementing effective Accelerated or Intensive programs of instruction for students who are at risk of not meeting grade level expectations in reading or STAAR [SSI: for 5th & 8th Reading/Math]	Support services Coordinator (MTSS/Interventions) Campus BTC and Principal	Build instructional knowledge of in and out of district professional development for SS Coordinators, SS Specialists, interventionists, and other district staff	\$0,200.00	L-CNI	September 2020 - June 2021	All students at risk of not meeting grade level standards for Reading K-3, Math K-3 and STAAR/EOC will have an AIP/IPI documented and implemented with progress monitoring.	All students at risk will improve progress measure by receiving an accelerated of intensive program of instruction to target learning needs. 100% of students who meet one of the 14 At-Rick criteria will have documentation of monitoring. AIP/IPI/LPAC	Review of student data
1.1	Support Services 7: Multi-Tiered System of Support, MTSS (RTI)	RTI (MTSS)- Increase student success by implementing effective interventions and documentation of progress monitoring and effectiveness through student progress.	Support services Coordinator (MTSS/Interventions) Content Coordinators assigned to specific programs	eRTI Frontline, Panorama	\$0,100.00	L-CNI	September 2020- June 2021	All students identified as requiring a multi-tiered system of support will have access to strategic interventions and progress monitoring in eSped eRTI.	Students needing MTSS/RTI will be receiving effective researched based interventions and demonstrate progress measure and/or meet intervention plan goals. 100% of Intervention plans will have progress monitoring updated at the end of the school year.	Review of student data
1.1	Support Services 8: Section 504	Section 504- Increase student success by implementing effective accommodations for students as determined by the individual 504 plans.	Support services Coordinator (Sec. 504/GEH) Campus 504 Administrators Principals	eSped 504 through Frontline  Learning Supports for All	\$0,100.00	L-CNI	August 2020- July 2021	100% of students who have 504 plans will receive their accommodations.(Face 2 Face and Virtually)	100% of students receiving 504 accommodations will be able to access their educational setting and instructional opportunities commensurate to their current needs.	Review of student data
3.1	Support Services 9: Section 504	Follow Section 504 requirements, provide guidelines and expectations for communication, identification, and requirements with parents and faculty for students suspected with a disability.	Support services Coordinator (Sec. 504/GEH) Support Services Evaluation Coordinators Campus 504 Administrators Principals	504 Guidance Manual, 504 flowchart, GEH flowchart, SWISD Intranet, Parent/ community access on SWISD website	\$0,100.00	L-CNI	August 2020- July 2021	All students suspected of having a disabling condition under section 504 will receive access to a 504 evaluation and for those eligible a 504 plan and accommodations will be provided through the 504 committee meeting	100% of students receiving 504 accommodations will be able to access their educational setting and instructional opportunities commensurate to their current needs. They will receive timely initial/ 3 year re-evaluations as required by Child Find & Section 504 regulations.	Review of student data

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	(Specific objectives based on campus and students' needs)	List 1 objective/strategy per line	Title/Role	RESOURCES	COST/YEAR	SOURCE	LINK TO SCORECARD	LINK TO SCORECARD		
3.1	Support Services 10: Multi-Tiered System of Support, MTSS (RTI)	Provide guidelines and expectations for communication with parents of students receiving intervention services the type of intervention, purpose, proposed duration and progress monitoring. (SB1153)	Support services Coordinator (MTSS/Interventions) Campus RTI Administrators Principals	District Resources in esped Parent Letter SB 1153 in English and Spanish	\$3,500.00	L-EL	August 2020 - May 2021	All schools were provided documentation for parents to meet SB 1153 requirements	To meet the SB 1153 requirement and encourage parent communication/ collaboration all parents of students in RTI will receive the parent notice letter and copy of the students intervention plan as developed by the RTI committee. 100% of students receiving interventions has documentation of a parent notification letter going home and well as the intervention plan.	Review of student data
4.1	Support Services 11: Section 504	Maintain and update general ed homebound services to qualifying students by meeting needs of students through quality teachers, materials, assessments, scheduling, etc.	Support services Coordinator (Sec. 504/GEH) Campus 504 Administrators Principals	District resources, GEH guidelines, and documents in esped.	\$0,200.00	L-CNI	August 2020-May 2021	100% of students identified for general education homebound services will receive those services as outlined in their GEH plan.	100% of students who meet eligibility criteria for GEH will be provide services by a certified general education teacher for the content area/s determined and documented by the GEH committee.	Review of student data
4.1	Support Services 12: Personnel - District	Support, implement, and improve admin/teachers understanding of evaluations, screenings, procedures, for support services for students including students in section 504, RTI-MTSS, Dyslexia, other interventions through support, professional development, coaching, implementation, and data analysis through district staff (Coordinator - 3, Specialist - 1) - salaries, in district travel, out of district travel, testing & screening materials, other materials, Resources & Supplies-"Provide resources and general supplies to carry out the functions and duties of support services including holding meetings, trainings, and technical support, printing, translating Services, curricular resources and supplemental materials supplies, and training.	2- Support services Coordinators (1-Sec. 504/GEH & 1-MTSS/Interventions) 2- Support Services 504 Evaluation Coordinators 3- Support Services Dyslexia Itinerant Specialists	Salaries, in district travel, out of district travel, testing & screening materials, other materials, Resources & Supplies	\$320,000.00 \$2,500.00 \$14,000.00	L-CNI T1 T2	August 2020-July 2021	(KRONOS, PEIMS) TEAMS DATA Analysis	To improve student progress, 100% of 504 & RTI campus administrators and dyslexia intervention teachers will have access to training and resources to assist campus staff with improving support & services provided to students in RTI, 504, Dyslexia, and interventions.	Review of student data
4.1	Support Services 13: Multi-tiered System of Support, MTSS	Ensure a quality learning environment for all students based on their intervention needs by providing quality intervention resources, teachers, materials, and	Executive Directors and Director of Teaching and Learning, Content Coordinators (EL/AR/Math), Support	Achieve 3000 (6-12)	\$58,217.00	Campus SCE HSA	September 2020-July 2021	Campus comparison of students list of at risk and RTI students to those enrolled in intervention programs	100% students identified as needing specialized interventions through 'at risk' or RTI criteria will be provided access to	Review of student data

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	Support, MTSS (RTI) & interventions	resources, teachers, materials, and training.	(ELAR/Math), Support Service Coordinator (MTSS/RTI)	Istation (K-5 Espanol, 6-8 IStation)	\$85,310.00			programs	provided access to strategic, effective, research based interventions.	
				Imagine Learning (K-9)	\$118,000.00					
				Edgenuity (6-12)	\$103,500.00					
				HMH (Read 180/System 44/Math 180 6-8 & ICE)	\$58,480.00					
6.2	Support Services 14: Multi-tiered System of Support, MTSS (RTI) & interventions	Cultivate the expertise of teachers and ensure growth through collaboration by developing intervention teacher learning groups that refine instructional practices within interventions.	Executive Directors and Director of Teaching and Learning, Content Coordinators (ELAR/Math), Literacy Coordinator Support Services Coordinator MTSS/Interventions	In and out of district professional development in specific intervention program, district observations with program expert, additional guidance and support from C&I	\$0,000.00	L-CNI	August 2020 - June 2021	A teacher leader and learning group will be identified for each intervention program (Achieve 3000, Read 180, Math 180, K-2 Interventionists, Dyslexia Intervention Programs). Meeting Agenda/ sign in sheets	Each identified program will have a lead teacher to present a model classroom/ intervention requirements, and follow up to support team learning to meet a common goal by program. Intervention teachers will attend monthly meetings to learn, review data, and collaborate by program.	Review of student data
6.4	Support Services 15: Multi-Tiered System of Support, MTSS (RTI)/504	Establish and monitor expectations of training, utilization, and implementation of best practices for 504/RTI/DYSLEXIA by offering research-based, goal-oriented training and coaching for all district campuses.	Support Services Coordinator (Sec. 504/GEH) Support Services Coordinator (MTSS/Interventions) Support Services Evaluation Coordinators (Dyslexia)	Professional development opportunities, Legal requirements, Frontline esped 504 and eRTI data management, Panorama	\$2,000.00	L-CNI	August 2020-July 2021	100% campus 504/RTI/Dyslexia administration staff will attend at least one training event and receive one face to face coaching session	100% of students in need of interventions or accommodations as determined by the appropriate campus committee, will be provided access by trained staff to improve student progress.	Review of student data