

SOUTHWEST INDEPENDENT SCHOOL DISTRICT



District Improvement Plan 2021-2022

**Southwest Independent School District
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Superintendent

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Southwest Independent School District

2021-2022 District Improvement Plan

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2016-2021 Strategic Plan Goals and Strategic Actions

<p>SWISD will provide a comprehensive framework of learning that is engaging, flexible, rigorous, supportive, and relevant to college/career readiness for all students.</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>SWISD will foster an environment in which social and emotional support is a priority for all.</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>SWISD will consistently utilize timely, multifaceted communication that reaches all members of our SWISD community.</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>SWISD will create a safe, nurturing and engaging environment where all learners succeed.</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>SWISD will capitalize on the strengths, resources, and abilities of our diverse community to support students in becoming successful, global citizens.</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>SWISD will provide relevant professional development to meet the needs of all learners in a timely manner.</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 2021-2022 District Improvement Team

Chairperson: Dalila Garcia, Assistant Superintendent Curriculum and Instruction

Elementary Teachers

Campus	Teacher
BCE	Frank (Andy) Kinsey
BHE	Theresa Entzi
ECE	Bronwen Morgan
HCE	Cesar Rosales
ICE	Gilbert Perez
KRE	Alexandra Perez
MCE	Danielle Diaz-Vasquez
SHE	Raymond Tamayo
SWE	Yara Schutter
SPE	Manuel Hernandez
SVE	Natalie Alaniz

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

Secondary Teachers

Campus	Teacher
MCA	Jamie Kowatch
MCN	Gilbert Pardo III
RES	Jessica Martinez
SCO	Joel De Leon
SWHS	Jefferson Johnson
SWLHS	Jesus Padilla
CAST	Aaron Patino
CROSSROADS/BootCamp/DAEP	Stephen Sperber

Parents/Community

Veronica Jaime

Catherine Uresti

Celstino Rodriguez

Norma Diaz

DIT Meeting Schedule: 4:00-5:00

September 15, 2021 November 17, 2021 January 19, 2022 March 23, 2022 May 18, 2022

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 <small>(Specific objectives based on campus and students' needs)</small>	ACTION STRATEGIES <small>List 1 objective/strategy per line</small>	RESPONSIBLE PERSON(S)		BUDGET COST/YEAR	BUDGET SOURCE	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE
			Title/Role	RESOURCES				<small>Link to scorecard</small>	<small>Link to scorecard</small>	
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	\$750.00	L-Campus	Aug. 2021 - June 2022	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. 2021 - June 2022	CA, BEM & STAAR Data	Implementation of training and learning will be monitored using District CAs, BEMS & STAAR data. For all honors courses, DCAs will show at least 5% campus growth throughout the 21-22 academic year. 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	\$100,000.00	L-Campus	October 2021-June 2022	Increase in AP enrollment numbers	Increase student success (score of 3 or higher) on Advanced Placement exams by 25%	Course enrollment data; AP Scores
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. 2021 - June 2022	75% of Seniors will have completed a college application by January 2022	100% of Seniors will complete a college application and 100% of all Seniors will complete their FAFSA	Apply Texas data
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 2021 - June 2022	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

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			Title/Role	RESOURCES				<small>Link to scorecard</small>	<small>Link to scorecard</small>	
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. 2021 - June 2022	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, HS Academic Coordinators, HS Lead Counselors	Dual Credit College Advisor	\$40,000.00	L-Campus	August 2021 - July 2022	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, HS Academic Coordinators, HS Lead Counselors	Continued partnerships that provide dual credit opportunities	\$20,000.00	L-Campus	August 2021 - July 2022	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 2021 - May 2022	Increase in the number of scholars being recognized	Recognize scholars throughout the year (AP Scholars, Superintendent Scholar Summit)	Scholar recognition data
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 2021 - February 2022	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

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			Title/Role	RESOURCES				<small>Link to scorecard</small>	<small>Link to scorecard</small>	
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 Specialists	AA Website, Social Media, Parent Meetings	\$2,000.00	L-Campus	August 2021-July 2022	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 2021-July 2022	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. 2021 - June 2022	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; Title I	August 2021-July 2022	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 5% 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	L-C&I; Title II	July 2021-June 2022	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
6.4	AHR/TM/A #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	Leadership Academy District Equity Continuum Equity Assessment	\$121,215	Title II Title IV	September 2021-May 2022	Implementation of training and coaching will be monitored through progress monitoring at two points throughout the year (winter, spring) -calendar of coaching sessions 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/TM/A #2	Provide opportunity for all district leaders to engage in a book study that collectively focuses on coaching teams effectively	Exec. Dir of Talent Management & Acquisition	The Art of Coaching Teams By: Elena Aguilar (2016)	\$1,746	Title I	September 2021-May 2022	Participation in aligned small group coaching with the Leadership Academy	90% of district leaders participating in training and coaching sessions	formative throughout the year

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			Title/Role	RESOURCES				COST/YEAR	BUDGET SOURCE	TIMELINE
6.5	AHR/TM/A #3	Provide access to high quality Leadership Development for all Principals, Assistant Principals and Academic Coordinators related to building a shared vision of success through vision, culture and continuous improvement	Exec. Dir of Talent Management & Acquisition	School Architects SWITCH Framework	\$36,250	Title IV	September 2021-May 2022	Implementation of training will be monitored through progress monitoring at two points throughout the year (winter, spring); training agenda, 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/TM/A #4	Provide executive coaching support for year one Elementary Principals to ensure personal leadership mastery.	Exec. Dir of Talent Management & Acquisition	Transformative Education Services, LLC	\$4,050	Title II Title IV	September 2021-May 2022	Implementation of support will be monitored through progress monitoring at two points throughout the year (winter, spring); - calendar of coaching sessions and documented next steps	100% of year one Elementary Principals participate in executive coaching conversations and implement strategies	formative throughout the year
6.5	AHR/TM/A #5	Provide executive coaching support for secondary Principals	Managing Director of Schools	JE School Leadership Development	\$24,000	Title II Title IV	September 2021-May 2022	Implementation of support will be monitored through progress monitoring at two points throughout the year (winter, spring); - calendar of coaching sessions and documented next steps	100% of year one Secondary Principals participate in executive coaching conversations and implement strategies	formative throughout the year
6.5	AHR/TM/A #6	Provide access to high quality Leadership Development for aspiring Leaders to read/connect/build relationships; build capacity in instructional leadership; capacity building/shared leadership; systems-implementing/aligning; vision-creativity/innovation	Exec. Dir of Talent Management & Acquisition	Region 20 Bexar P.R.E.P Principal Readiness Education Program	\$3,000		September 2021-May 2022	Implementation of support will be monitored through progress monitoring at two points throughout the year (winter, spring)	100% of participants participate in training and implement strategies	formative throughout the year
6.3	AHR/TM/A #7	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	TBD	\$5,000		June 2022	Participation in case week professional learning aligned to high leverage campus improvement areas	100% of Principals participate in case week and implement strategies to plan for opening their campuses	summative
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	Local - CNI	August 2021 - July 2022	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	Title I	August 2021 - July 2022	Data analysis review	100% of campuses will create and administer six or nine weeks assessments.	Review of assessment data

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			<small>Title/Role</small>					<small>Link to scorecard</small>	<small>Link to scorecard</small>	
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	Local - CNI	August 2021 - July 2022	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	Local - CNI	August 2021 - July 2022	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	Local - CNI Title I Title II SCE	August 2021 - July 2022	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	\$4,000	Local - CNI Title I Title II SCE	August 2021 - July 2022	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	Title I	August 2021 - July 2022	Data analysis review	100% of campuses will create and administer six or nine weeks assessments.	State/local assessment data
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	Local - CNI	August 2021 - July 2022	TEA irregularity reports, Forms, feedback	Testing irregularities will decrease by 50%.	EOY department evaluation
				English 3D	\$5,000.00	L-EL		Usage reports from each program implemented	Reach the yearly progress rate of 36% as a district on the TELPAS assessment	TELPAS
				TCM	\$6,000.00	L-EL/T3				
				Apps	\$2,500.00	L-EL				
				Rosetta Stone	\$10,850.00	T3				

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			Title/Role	RESOURCES	COST/YEAR		SOURCE			
1.1	BESL 1: English Learners	INCREASE SECOND LANGUAGE ACQUISITION OF ENGLISH LEARNERS	BESL Director, Coordinators, Specialist and Teachers	LPAC Framework Training: BOY, MOY, EOY	\$1,000.00	L-EL	AUGUST 2021-JULY 2022	Sign in sheets and Eduphoria reports	100% of LPAC administrators, dual language teachers, and teachers supporting ELs will participate in Framework, State Assessment, and End-of-Year LPAC training	Sign-In Sheets
1.1	BESL 2: English Learners	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 2021-JULY 2022	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	\$14,175.00	T3	AUGUST 2021-JULY 2022	through professional development participation from teachers and school leaders for bilingual and ESL support and instruction through the B/ESL CO-OP with ESC 20	Professional development and training that support increased proficiency levels for Emergent Bilingual students in programs	Sign-In sheets, Registration, Completion certificates
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 2021-JULY 2022	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 proficiency in English and/or Spanish by 10% annually to support the framework for our Dual Language 50/50 model and expand the Dual Language program in Middle School.	TFB, Sign-in Sheets, WTs,
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	L-EL	AUGUST 2021-JULY 2022	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

SPG	TARGET AREA <small>(Specific objectives based on campus and students' needs)</small>	ACTION STRATEGIES <small>List 1 objective/strategy per line</small>	RESPONSIBLE PERSON(S)	RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	EVIDENCE OF IMPLEMENTATION <small>Link to scorecard</small>	EVIDENCE OF IMPACT <small>Link to scorecard</small>	FORMATIVE/SUMMATIVE
			Title/Role							
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 2021-JULY 2022	through writing practice, benchmarks, common assessments, and monitoring	Increased TELPAS Writing proficiency level in AWARE; Support content department with the writing portfolios of Bilingual/ESL and summit K12.	TELPAS, AWARE
1.6	BESL 6: English Learners	IMPROVE READING PROFICIENCY OF ENGLISH LEARNERS	B/ESL Director, Coordinator, Specialists, and Teachers	Summit K-12: Reading, Technology, training, and resources	\$5,000.00	L-EL	AUGUST 2021-JULY 2022	through reading practice, common assessments, differentiated instruction and monitoring	Increased TELPAS Reading comprehension proficiency level in AWARE from BOY to EOY by 10%	Aware
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 2021-JULY 2022	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 LEARNING AND LANGUAGE ACQUISITION OF ENGLISH LEARNERS	B/ESL Director, Coordinator, Specialists	Salaries, student travel, materials	14,500.00	T3	July 2022	through enrichment programs for middle school students throughout the year, including the summer ESCALA program	Increased student proficiency levels in TELPAS; 90% satisfactory rating as per Parent/Student survey provided by the district	TELPAS, Parent Survey
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	July 2022	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	attendance/participation
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 2021-JULY 2022	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

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			Title/Role						Link to scorecard	Link to scorecard	
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)			Salaries	25%	L-EL	AUGUST 2021-JULY 2022	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
			B/ESL Director		Salaries	50%	T3				
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 2021-JULY 2022	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 2021-JULY 2022	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, etc.	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			Travel	\$500.00	L-EL	AUGUST 2021-JULY 2022	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
			B/ESL Director, Coordinators, Specialists, Clerks, campus Dual Language teacher leaders, and LPAC Administrators		Signs, Banners	\$500.00	L-EL				
					IDRA, Parent Outreach Inst.	\$2,300.00	T3				

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			Title/Role	RESOURCES	COST/YEAR	SOURCE				
4.1	BESL 15: Immigrant	PROVIDE ADDITIONAL ACADEMIC SUPPORT FOR IMMIGRANT STUDENTS	B/ESL Director, Coordinators, Specialists	IMMschools	\$5,000	T3	AUGUST 2021-JULY 2022	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	\$500.00	L-EL	AUGUST 2021-JULY 2022	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	\$14,175.00	T3	AUGUST 2021-JULY 2022	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	\$500.00	L-EL	AUGUST 2021-JULY 2022	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
				Books/ Travel	\$1,000.00	L-EL			Improved implementation of second language acquisition strategies in the Dual Language/ESL classroom with ELPS as evidenced through	

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			<small>Title/Role</small>					<small>Link to scorecard</small>	<small>Link to scorecard</small>	
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	T3	AUGUST 2021-JULY 2022	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)	evidenced through walkthrough data and T-Tess results; Attendance and participation of campus administrators in second language acquisition strategies trainings/professional development as monitored through sign-in sheets	PD, Sign-in sheets, WTs
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 2021, SAABE 2021, Title III 2021, NABE 2021, R20 World Language/Bilingual Conference, La Cosecha Conference	\$8,000.00	T3/L-EL	AUGUST 2021-JULY 2022	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 2021-JULY 2022	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 PERSONELL (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 literacy conferences 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 Literature Conferences 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 2021-JULY 2022	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
					\$8,000.00	L-EL		by preparing secondary content teachers to meet ESL certification requirements (the ESL Supplemental #154 exam in order to meet Chapter 89 certification		

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			Title/Role							
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	T3	AUGUST 2021-JULY 2022	Chapter 25 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
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 2021-JULY 2022	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 2021-JULY 2022	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
	BESL 27: Migrant Education Student Leadership	Provide all parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness	ESC 20 MEP Staff: Supervisors, specialists, recruiters	Title I funds		Title 1 funds	2021-2022 school year			
	BESL 28: Migrant Education Parental & Community Involvement	Provide parents of PFS students' information about available community and/or social services, knowledge of local and state requirements for promotion, graduation, and post-secondary opportunities	ESC 20 MEP Staff: Supervisors, specialists, recruiters, district designee, migrant tutors	Title I funds		Title 1 funds	2021-2022 school year	Community Outreach Fair, PAC meetings, individual meeting phone calls with parents as needed (case by case)	Parent evaluations/feedback, counselor follow-up, tutor feedback, student feedback, agendas, sign-in sheets, tutor timesheets	
	BESL 29: Migrant Education Progress Monitoring	Provide parents of PFS students an u	ESC 20 MEP Staff: Supervisors, tutors, ESC Counselor, System Specialists, Migrant tutors, SWISD district contact (Director of BESL/campus designee)	Title I funds		Title 1 funds	2021-2022 school year	Individual meeting/phone calls with parents as needed (case by case basis). increased number of students completing partial credit and/or passing state assessments. "Not on time for graduation" report	Parent evaluations/feedback, counselor follow-up, phone logs, email documentation, mail out list, increased number of students completing partial credit and/or passing state assessments	ESC Region 20 data records, state assessments scores

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			Title/Role							
	BESL 30: Migrant Student Intervention	Provide appropriate placement/programs for students not meeting the state content standards or mastering TEKS objectives	District campus staff	Title I funds		Title 1 funds	Year Round	Increased number of students, completing partial credit and/or passing state assessments, partial credit report, retention report	Increased number of students completing partial credit and/or passing state assessments, partial credit report, retention report	
	BESL 31: Migrant Education Progress Monitoring	Identify dropout students/out-of-school youths (OSY) and provide information regarding options for obtaining diploma	ESC 20 OSY Recruiter, Supervisor, District Staff	Title I funds		Title 1 funds	Year Round	Identify and provide information regarding options to 100% of OSY students	Supplemental Report, OSY Report, Student Termination Report	
	BESL 32: Migrant Building Capacity	ESC 20 MEP staff and district staff will coordinate to provide resources and tools to promote student academic success and provide an opportunity for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational needs	ESC 20 MEP, Supervisors, Tutors, Recruiters, ESC counselors	Title I funds		Title 1 funds	Year Round	Identify and provide information regarding options to 100% of OSY students. Sign-in sheets from overviews provided	Supplemental Report, OSY Report, Student Termination Report, Increased the number of participants at the ESC 20 sessions contact meetings	
	BESL 33: Migrant Building Capacity	Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs, videos, face-to-face overviews	ESC 20 MEP staff, ESC 30 counselors	Title I funds		Title 1 funds	Year Round	Participant evaluations, participant feedback, sign-in sheets	Increase the number of participants at the ESC 20 sessions contact meetings	
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 resources or materials to learn more about the following topics: small group instruction, student discourse, student collaboration, interventions, teacher clarity, scaffolding, questioning, teacher and student feedback and PLCs. This will include training on how to improve student progress due to COVID.	\$38,000.00	T1, TII	September 2021 - August 2022	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.	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	Review of assessment data

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			Title/Role	RESOURCES				<small>Link to scorecard</small>	<small>Link to scorecard</small>	
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 - If needed, student incentive prizes will be purchased and given to campus to encourage students' use during the holiday breaks.	\$300,000.00	T1	September 2021 - August 2022	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	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level 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 early literacy and academy training for all teachers new and teachers new to the grade level, instructional materials for all K-3 classrooms including: phonological awareness, phonics, fluency, comprehension, vocabulary and spelling. If needed, this includes teaching materials and student libraries.	\$5,000.00	T1	September 2021 - August 2022	walkthroughs and sign in sheets of training	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	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 which incorporates the 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. Curriculum writers may be needed to create these documents.	\$100,000.00	T1	September 2021 - August 2022	Attending PLC meetings, Alignment TEKS walks, walkthroughs sign in sheets of training, and training certificates of completion	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	Review of assessment data

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			Title/Role	RESOURCES						
					COST/YEAR	BUDGET SOURCE	TIMELINE			
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 is 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 includes curriculum writing to create or enhance SWISD unit resource guides and exemplar lessons during the school year or summer.	\$5,000.00	T1	September 2021 - August 2022	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.	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	Review of assessment data
					\$2,500.00	T2				
					\$2,500.00	SCE				
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 is based on research-based strategies to improve oral language development, math content knowledge and skills, math process standards and teaching with manipulatives. The materials purchased may be used for the entire school year which includes SSI summer school instruction. This includes curriculum writing to create or enhance SWISD unit resource guides and exemplar lessons during the school year or summer.	\$5,000.00	T1	September 2021 - August 2022	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.	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	Review of assessment data
					\$2,500.00	T2				
					\$5,000.00	SCE				

SPG	TARGET AREA <small>(Specific objectives based on campus and students' needs)</small>	ACTION STRATEGIES <small>List 1 objective/strategy per line</small>	RESPONSIBLE PERSON(S)		BUDGET COST/YEAR	BUDGET SOURCE	TIMELINE	EVIDENCE OF IMPLEMENTATION <small>Link to scorecard</small>	EVIDENCE OF IMPACT <small>Link to scorecard</small>	FORMATIVE/SUMMATIVE
			Title/Role	RESOURCES						
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 is based on research-based strategies to improve oral language development, science content knowledge and skills, conducting labs, and the scientific process. The materials purchased may be used for the entire school year which includes summer school instruction. This includes curriculum writing to create or enhance SWISD unit resource guides and exemplar lessons during the school year or summer.	\$5,000.00	T1	September 2021 - August 2022	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.	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	Review of assessment data
					\$2,500.00	T2				
					\$2,500.00	SCE				
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. The materials purchased may be used for the entire school year which includes summer school instruction. This includes curriculum writing to create or enhance SWISD unit resource guides and exemplar	\$5,000.00	T1	September 2021 - August 2022	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.	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	Review of assessment data
					\$2,500.00	T2				

SPG	TARGET AREA <small>(Specific objectives based on campus and students' needs)</small>	ACTION STRATEGIES <small>List 1 objective/strategy per line</small>	RESPONSIBLE PERSON(S)		RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE
			Title/Role						<small>Link to scorecard</small>	<small>Link to scorecard</small>	
					lessons during the school year or summer.	\$2,500.00	SCE				
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	This following is for 1 director 4 content coordinators, and 2 content specialists: Salaries, in and out of district travel, in and out of district training, and materials and general supplies for training and daily work projects	\$300,000.00	T1	September 2021 - August 2022	Valid and up to date time cards, travel sheets, time and effort documents, order forms, and training certificates of completion	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level 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 2021 - August 2022	signed stipend agreements, emails, training certificates of completion	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	Review of assessment data	

SPG	TARGET AREA <small>(Specific objectives based on campus and students' needs)</small>	ACTION STRATEGIES <small>List 1 objective/strategy per line</small>	RESPONSIBLE PERSON(S)		COST/YEAR	BUDGET SOURCE	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE
			Title/Role	RESOURCES				<small>Link to scorecard</small>	<small>Link to scorecard</small>	
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, 8 middle school stipends for MCLs	\$75,000.00	T1	September 2021 - August 2022	signed stipend agreements, emails, training certificates of completion	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level 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 2021 - August 2022	Alignment TEKS walks, walkthroughs forms, emails, sign in sheets of training, and training certificates of completion	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level 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 2021 - August 2022	Sign in sheets from the trainings, meetings, the translated materials	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	Review of assessment data

SPG	TARGET AREA <small>(Specific objectives based on campus and students' needs)</small>	ACTION STRATEGIES <small>List 1 objective/strategy per line</small>	RESPONSIBLE PERSON(S)	RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE
			<small>Title/Role</small>					<small>Link to scorecard</small>	<small>Link to scorecard</small>	
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 curriculum updates at the local, state and national levels: Regional Forum Meetings, TCMPC (DAC) meeting, CREST, and national level trainings and meetings	\$1,000.00	T1	September 2021 - August 2022	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	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level 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 ADULTS LEADERSHIP CAPACITY OF ACADEMIC COACHES, LITERACY COACHES, MCLs, CAMPUS ADMINISTRATION AND DISTRICT STAFF	Executive Directors and Director of Teaching and Learning	In and out of district professional development targeted to improve the coaching adults to improve instructional practices and content delivery of the TEKS	\$10,000.00	T2	September 2021 - August 2022	Alignment TEKS walks, walkthroughs forms, emails, sign in sheets of training, and training certificates of completion	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	Review of assessment data

SPG	TARGET AREA <small>(Specific objectives based on campus and students' needs)</small>	ACTION STRATEGIES <small>List 1 objective/strategy per line</small>	RESPONSIBLE PERSON(S)		EVIDENCE OF IMPLEMENTATION <small>Link to scorecard</small>	EVIDENCE OF IMPACT <small>Link to scorecard</small>	FORMATIVE/SUMMATIVE			
			Title/Role	RESOURCES						
				COST/YEAR	BUDGET SOURCE	TIMELINE				
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 and learning materials to improve curriculum implementation: teacher clarity, scaffolding, small group, questioning, student engagement, and feedback and data analysis for all coaching position at the campus level including administration and district staff. (Lead4ward)	\$11,800.00	T2	September 2021 - August 2022	Alignment TEKS walks, walkthrough forms, emails, sign in sheets of all trainings, and training certificates of completion	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	Review of assessment data
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. This includes resource books and materials which will be used for district training	\$5,000.00	T1	September 2021 - August 2022	Alignment TEKS walks, walkthrough forms, emails, sign in sheets of all trainings, and training certificates of completion	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	Review of assessment data
					\$2,500.00	T2				
					\$2,500.00	SCE				
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. This includes resource books and materials which will be used for district training	\$5,000.00	T1	September 2021 - August 2022	Alignment TEKS walks, walkthrough forms, emails, sign in sheets of all trainings, and training certificates of completion	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level,	Review of assessment data
					\$2,500.00	T2				

SPG	TARGET AREA <small>(Specific objectives based on campus and students' needs)</small>	ACTION STRATEGIES <small>List 1 objective/strategy per line</small>	RESPONSIBLE PERSON(S)		RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE
			Title/Role						Link to scorecard	Link to scorecard	
						\$2,500.00	SCE			3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	
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. This includes resource books and materials which will be used for district training	\$5,000.00	T1	September 2021 - August 2022	Alignment TEKS walks, walkthrough forms, emails, sign in sheets of all trainings, and training certificates of completion	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	Review of assessment data	
					\$2,500.00	T2					
					\$2,500.00	SCE					
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. This includes resource books and materials which will be used for district training	\$5,000.00	T1	September 2021 - August 2022	Alignment TEKS walks, walkthrough forms, emails, sign in sheets of all trainings, and training certificates of completion	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	Review of assessment data	
					\$2,500.00	T2					
					\$2,500.00	SCE					

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			Title/Role						Link to scorecard	Link to scorecard	
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, HB3 and H4545, data analysis, PLC training, 3 parts of the TEKS, Get Better Faster and other training to improve schools	\$50,000.00	T2	September 2021 - August 2022	Alignment TEKS walks, walkthroughs forms, emails, sign in sheets of training, and training certificates of completion	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level 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 ELEMENTARY 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	\$95,000.00	T2, ESSER III	September 2021 - August 2022	Alignment TEKS walks, walkthroughs forms, emails, sign in sheets of training, and training certificates of completion	2-12 grade: Content district common assessments and STAAR results will increase by 5 percentage points at the approaching level, 3 percentage points at the meets level and 1 percentage points at the masters level. K-2 grade mCLASS data will increase by 5 percentage points at the yellow level, 3 percentage points and the green level, and 1 percentage point at the blue level from BOY to EOY	Review of assessment data
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, CTE GEAR UP Coordinator			\$10,000	L-CTE	Aug. 2021- June 2022	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, CTE GEAR UP Coordinator		local business, Chamber of Commerce, advisory board	\$6,000	L-CTE	Aug. 2021- June 2022	Purchase orders, student rosters, Advisory board meeting agendas	Increased number of internships, externships, and work based learning opportunities by 10% annually	

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			Title/Role	RESOURCES					
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 instructional supplies, field trips, competitions, site-visits, co-curricular activities, extra-curricular activities etc.	CTE Director, CTE Coordinator, CTE GEAR UP Coordinator	CTSOs	\$30,000	L-CTE Aug. 2021-June 2022	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 program of study and elective courses.	CTE Director, CTE Coordinator, CTE GEAR UP Coordinator, CTE Teachers	print shop, graphic design company, programs of study	\$8,000	L-CTE Aug. 2021-June 2022	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, CTE GEAR UP Coordinator, CTE Teachers	CTE pathway shops, practicum students	\$8,000	L-CTE/Perkins Aug. 2021-June 2022	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.	
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, CTE GEAR UP Coordinator, CTE Teachers		\$20,000	L-CTE/Perkins Aug. 2021-June 2022	Teacher certifications and licenses, rosters of students with higher education course student certifications, and professional development.	5% increase in dual credit and 10 % increase certifications.	

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			Title/Role	RESOURCES				Link to scorecard	Link to scorecard	
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, CTE GEAR UP Coordinator, CTE Administrator	Region 20, GEAR UP partnership for professional development	\$10,000	L-CTE/Perkins/ GEAR UP Grant	Aug. 2021-June 2022	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, CTE GEAR UP Coordinator, High School Principals	Alamo Colleges	\$40,000	L-CTE/Perkins	Aug. 2021-June 2022	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, CTE GEAR UP Coordinator	TEA-HB3 PLAN			Aug. 2021-June 2022	Student enrollment and CTE course completion through PEIMS records	5% increase in student concentrators, and 5% increase in student Completers	
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.	CTE GEAR UP Coordinator, Site-Based GEAR UP Facilitators, Counselors	GEAR UP	\$15,000	GEAR UP	Aug. 2021-June 2022	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
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.	CTE GEAR UP Coordinator, Site-Based GEAR UP Facilitators, Counselors	GEAR UP	\$20,000	GEAR UP	Aug. 2021-June 2022	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

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			Title/Role							
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.	CTE GEAR UP Coordinator, Site-Based GEAR UP Facilitators, Counselors	GEAR UP	\$10,000	GEAR UP	Aug. 2021-June 2022	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.	CTE GEAR UP Coordinator, Site-Based GEAR UP Facilitators, Counselors	UT - IPSI	\$8,000	GEAR UP GRANT	Aug. 2021-June 2022	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. 2021-June 2022	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. 2021-June 2022	Curriculum Documents will include required Career lessons & opportunities, such as College and Career Exploration Day. Interest Inventory, Posttest in Modules.		Summative
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/T2	Sept. 2021-June 2022	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 career clusters that includes field trips, competitions, site visits, staff, transportation, and materials	Director CTE, STEM Coordinator, CTE Coordinator, CTE GEAR UP Coordinator	Advisory boards, meetings, minutes BASELINE YEAR	\$20,000.00		Sept. 2021-June 2022		Increased number of learning opportunities by 10% annually.	Summative

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			Title/Role	RESOURCES				Link to scorecard	Link to scorecard	
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	TEKS/DHF Pre-k 4 SA/AA grant	\$2,000.00	L-STEM	Sept. 2021-June 2022	Data collection for duration of AA 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 and elementary feeder schools to SWHS that includes Unit on Drone Piloting, Ground School, Aircraft Maintenance, field trips, guest speakers, etc.	STEM Coordinator	TEKS/DHF Pre-k 4 SA/AA grant	\$10,000.00	L-STEM	Sept. 2021-June 2022	Data collection for duration of AA 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/CYBER SECURITY CURRICULUM WITH COMPLEX PROBLEM-SOLVING THAT INFORMS AND ENCOURAGES STUDENTS TO SELECT HS CTE CYBER SECURITY PROGRAM OF STUDY, including professional development, materials, and resources	STEM Coordinator	Focus TEKS	\$15,000.00	L-STEM	Sept. 2021-June 2022		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. 2021-June 2022	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
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, CTE GEAR UP Coordinator, STEM Coordinator, Counselors, Administrators, Teachers, Parents, Industry Partners	Meeting agendas, sign in sheets, student/campus/community	\$40,000.00	L-STEM	Sept. 2021-June 2022	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. 2021-June 2022	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

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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	2021-2022 the campus will purchase any materials needed by the new Pre-K teachers	SCE EC Allotment funds	Sep 2021-May 2022 Literacy coaches will assist with training any new Pre-K teachers on Heggerty at the campus	coaching session log with Literacy coach	85% or more students will reach widely held expectation in Literacy in the GOLD assessment by the end of the 21-22 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 Hatch to sync to 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, Hatch, and Teaching Strategies	GOLD assessment is covered in the CRIMSI grant for 21-22 school year. Hatch will be purchased at the campus level using EC allotment PK funds	HS Grant, CRIMSI Grant, EC allotment for Pre-K	August -May 2021-2022	coaching logs and online PD certificate of Teaching Strategies 10 hour online PD for reliability	GOLD Growth report	Pre-k teachers will show at least one level of improvement from BOY to EOY in the dimensions of CLASS
											85 to 90 % of PK students will meet Kinder Readiness in all domains of GOLD by the end of the year
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 \$30,100	Head Start Grant PK4SA Grant	Sep-May -2022	PD sign in sheets Early Learning Institute for Elementary Leaders2 for new principals and ELIEL 3 for returning principals with Betsy Fox	CLASS scores will increase from BOY to EOY in the areas of Social Emotional and classroom organization	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 coach)

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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 2022	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 \$96,000 local	Head Start Grant PK4SA Grant	Sep-May 2022	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 Aug 2021	enrollment numbers at beginning of the year and after the second campaign with public relations department
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 Grant, CRIMSI Grant ,and PK4SA Grant	PK4SA Grant \$8,250 for subs to attend PD with PK4SA, and Head Start Grant 700,000	PK4SA Grant, Head Start Grant , EC allotment	Sep.1-2021- July 31, 2022	Sign in sheets and agendas for the Professional Development with the service center and PK4SA	improvement in CLASS scores and SEL scores in GOLD as well as improvement in GOLD scores from BOY to EOY.	teacher surveys, virtual reviewing of Google classroom and coaching sessions
	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	HB3 ECE Allotment	Sep.1-2021- July 31, 2022	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 and \$170,000	Early Childhood Allotment for Pre-K and Head Start or PK4SA Grant	Sep 2021- June 2022	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 Child Development Associate certification for 4 PK teacher assistants, subs to attend, and CPR/first Aide	Pre-K coordinator and Executive Director of Student Support Services	Pre-K4SA Grant 21-22	\$6,880	PK4SA Grant	Sep.2021- June 2022	CDA certificate	improvement in CLASS and GOLD scores	MOY and EOY GOLD scores and or comparison of CLASS scores over a three year period

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	ECE 10	Implement Strategic Plan to improve the Pre-K department and best practices for early childhood with an Early childhood consultant. This consultant will also provide PD to elementary principals and district leadership for developmentally appropriate practice for Pre-K and support for instructional alignment for Pre-K-2.	Pre-K coordinator and Executive Director of Student Support Services	Pre-K4SA Grant 21-22 Betsy Fox	\$60,000	PK4SA Grant	Sept. 1 2021-June 2022	notes of meetings, agenda for meetings, Kick up registration with PK4SA	digital guidebook for SWISD Pre-K	survey to staff
4.1	External Programs 1: Private Non-Profit	Provide comparable Title 1 funding to Private Non-profit schools which have enrolled Southwest ISD students.	Dir. of External Funding & Grants	Region 20 Coop & third party vendors	\$19,000	Title 1 Funds	Sept.- June 2022	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.	Dir. of External Funding & Grants	~ Professional Development – travel ~Reading Materials – Book Study ~ Refreshments – For trainings ~Trainers – for professional development	\$10,000	Title I Title II A Title IV SCE and Local Funds	July 1 - August 2022	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.	Dir. of External Funding & Grants	~ Professional Development – travel ~Reading Materials – Book Study ~ Refreshments – For trainings ~Trainers – for professional development ~Consultants – for professional development	\$20,000	Title I Title II A Title IV SCE and Local Funds	Sept.- June 2022	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
6.3	External Programs 4: Staff	Provide specialized staff to support district and campus federal, state, and grant funding, purchasing, and compliance.	Dir. of External Funding & Grants	~Campus support – travel ~Professional development – travel ~Program development – clerical general supplies and misc. ~Consultant – external for mini-audits	\$5,000	Title I Title II A Title IV SCE and Local Funds	Sept.- June 2022	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 evaluation
4.3	External Programs 5: Professional Services	Provide resources and office supplies to carry on the functions of External Programs and district initiatives.	Dir. of External Funding & Grants	~Meetings, trainings, and technical support ~ General Supplies ~ Office Supplies ~Printing and Translating Services ~ Curricular Resources and supplemental materials	\$10,000	Title I Title II A Title IV SCE and Local Funds	Sept.- June 2022	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.	Dir. of External Funding & Grants	FTE hours/time	FTE 25%	Title I Title II A Title IV SCE and Local Funds	Sept.- June 2022	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

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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.	Director of External Funding & Grants		FTE hours/time	3 FTE- 25%	Title I, Title IIA, Title IV, SCE and Local funds	Sept.- June 2022	CAF's, contracts, guidance documents, CNA (campus level)	District will ensure coordinated campus contracts are competed within 2 weeks or school request or contract completion.	Master contract log
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, variety, 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		August 2021-July 2022	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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1.1	Fine Arts 2	ENSURE 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, and national organizations.	Executive Director of Fine Arts Richard Flores	L-FA		\$25,000.00	Local	August 2021-July 2022	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, informational sessions on advanced academic opportunities (AP/DC), etc.	Executive Director of Fine Arts Richard Flores	L-FA		\$2,500.00	Local	August 2021-July 2022	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 2021-July 2022	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 (rigor) of instruction with the incorporation of higher order thinking skills/questioning and exposure to live performances and exhibits, professional interactions with artists, alternative adjudication experiences. Allowing students to experience Fine Arts education at a global level.	Executive Director of Fine Arts Richard Flores	L-FA		\$15,000.00	Local	August 2021-July 2022	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 in social emotional learning, support, and resources for all stakeholders on fostering this environment	Fine Arts Department All Fine Arts Teachers	L-FA		\$0.00	Local	August 2021-July 2022	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 from outside resources, assigning ever-increasing responsibilities, and providing leadership opportunities and positions.	Executive Director of Fine Arts Richard Flores	L-FA		\$0.00	Local	August 2021-July 2022	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 support students socially and emotionally.	Executive Director of Fine Arts Richard Flores	L-FA		\$0.00	Local	August 2021-July 2022	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 process and procedures 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 2021-July 2022	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 2021-July 2022	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		\$0.00	Local	August 2021-July 2022	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	All Fine Arts staff will UTILIZE MULTIPLE DISTRICT SUPPORTED COMMUNICATION TOOLS TO PROMOTE FINE ARTS ADVANCES AND ACCOMPLISHMENTS.	Executive Director of Fine Arts Richard Flores Charmaine Davis Vanessa Ortega	L-FA		\$0.00	Local	August 2021-July 2022	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 2021-July 2022	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 2021-July 2022	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	Summative
				L-FA	\$230,000.00	Local	August 2021-July 2022			
				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	August 2021-July 2022	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 such as Art and Dance Shows, concerts, and productions to students who are not Fine Arts students 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 2021-July 2022	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 in the Fine Arts including, but not limited to, Art and Dance Shows, concerts, and productions. These would include school-year experiences and the Summer Fine Arts Academy for all learners 3-12 with support for staffing, resources, training, materials, etc.	Executive Director of Fine Arts Richard Flores	L-FA	\$100,000.00	Local	August 2021-July 2022	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
5.2	Fine Arts 17	PROVIDE ENGAGING OPPORTUNITIES FOR ALL FINE ARTS STAKEHOLDERS IN	Executive Director of Fine Arts Richard Flores	L-FA	\$1,000.00	Local	August 2021-July 2022	Observations, surveys, enrollments, SWISD and state data, program	Widen offerings for the Summer Fine Arts Academy with advanced	Summative

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		PARTNERSHIP WITH COMMUNITY OUTREACH AND PARTICIPATION EVENTS including PTA events, Blue Santa Parade, &		L-FA		\$50,000.00	Local	August 2021-July 2022	assessments, and state program evaluations	planning and preparation for all learners in grades 3-12.	Summative
5.2	Fine Arts 18	PROVIDE ENGAGING OPPORTUNITIES FOR PARENTAL AND COMMUNITY ENGAGEMENT IN ALL AREAS by increasing student performances, parent meetings, collaboration, and partnerships with Fine Arts strands and academic opportunities to increase parent-school communication and awareness of Fine Arts/SWISD opportunities.	Executive Director of Fine Arts Richard Flores	L-FA		\$0.00	Local	August 2021-July 2022	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 coaching/mentoring	Executive Director of Fine Arts Richard Flores	L-FA		\$5,000.00	Local	August 2021-July 2022	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 for staff aligned to all Fine Arts roles that includes, but is not limited to CEDFA, Orff, TAEA, TDEA, TBA, TCDA, TODA, TETA.	Executive Director of Fine Arts Richard Flores	T4		\$11,000.00	Local	August 2021-July 2022	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 coaching/mentoring and PLGs	Executive Director of Fine Arts Richard Flores	L-FA		\$0.00	Local	August 2021-July 2022	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 of lead teachers and implementation of professional development and redelivery system.	Executive Director of Fine Arts Richard Flores	L-FA		\$15,000.00	Local	August 2021-July 2022	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
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 2021-July 2022	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

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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 2021-June 2022	100% of campuses will receive training on providing opportunities for students to create and participate in advanced products and performances.	100% of all campuses will participate in a showcase of advanced product or performances. Google Form Documentation will be collected for each campus.	Sign-In Sheets Project GT Documentation of Services
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, Test Scores	\$13,000.00	L-GT	Oct 2021-March 2022	GT referrals from all campuses	Increase in GT referrals across the district by 10%.	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 2021-March 2022	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 2021-May 2022	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 2021-May 2022	GT Report Card feedback; 100% of elementary campuses will receive training in Depth & Complexity; GT modifications through Curriculum Writing;	STAAR Reading data fwill 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 2021-July 2022	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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3.3	Gifted & Talented 8	EXPAND STUDENT OPPORTUNITIES TO SHOWCASE ADVANCED PRODUCTS AND PERFORMANCES that solicits feedback from business and community members and highlights successes of SWISD G/T students.	Advanced Academic Specialists, Campus Admin, Teachers	Advanced Products and Performance Feedback	\$1,000.00	L-GT	August 2021-May 2022	100% of campuses will participate in a showcase of their advanced products and performances	100% of campuses will solicit feedback for their students' 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 2021-June 2022	100% of campuses will have access to the Gifted and Talented Handbook and Project GT	GT handbook will be linked to the website so campus staff, parents and students will have access. User reports from Project GT will demonstrate usage by all campus staff.	Handbook will be linked to the SWISD GT website, Project GT user reports
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 2021-July 2022	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 2021-July 2022	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, GT Progress Report & Desk Review Documentation, Project GT
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 2021-July 2022	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; GT 101 Presentations

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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 2021-July 2022	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. 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).	PD data report	
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	\$6,500.00	T1-GC	June-August 2022	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. Character Strong Program alignment will be completed.		
1.2	Guidance & Counseling 2	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 2021 - June 2022	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.		

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1.4	Guidance & Counseling 3	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.	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, Outside Consultant	Texas Comprehensive Counseling Model 5th Edition, External Consultant	\$6,000.00	T2-GC September 2021 - June 2022	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..	
2.1	Guidance & Counseling 4	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 2021 - May 2022	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 5	IMPLEMENT AND EXPAND SEL-CHARACTER ED LESSONS FOR STUDENTS through the district's adopted Curriculum (Character Strong), Core Values of P.R.I.D.E. (Passion, Respect, Integrity, Determination, Empowerment) along with Counselor created lessons.	Director of Guidance & Counseling, Coordinator of Guidance & Counseling, Counselor Leads, Counselors	Character Strong Program, Rosters, YAG, Calendars of events and lessons	\$45,000 Initial Year <i>Allotment will be different fo Year 2 and beyond</i>	ESSER Funds September 2021 - June 2022	YAG, Counselor Tracking & Data Analysis Report, 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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2.3	Guidance & Counseling 6	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, Counselor Tracking & Data Analysis Report	\$14,000.00	L-GC	September 2021 - June 2022	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 7	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 2021-July 2022	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.	
4.1	Guidance & Counseling 8	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 2021-June 2022	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.	

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			Title/Role	RESOURCES						
				COST/YEAR	BUDGET SOURCE	TIMELINE				
4.1	Guidance & Counseling 9	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 2021-July 2022	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 10	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 2021-July 2022	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.	
4.2	Guidance & Counseling 11	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	\$4,000.00	L-GC	February 2021-2022	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 12	INCREASE SCHOLARSHIP OPPORTUNITIES FOR SENIOR through a target groups (Top 10%, Top 25%, etc.), learning sessions for parents and students on College Readiness with collaboration of outside agencies/partnerships (SAEP, CIS, Trinity Advisors, TRIO).	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, SAEP Scholarship list	\$20,000 per HS \$60,000 Total SAEP	T1-GC	September 2021 - June 2022	Increase total Scholarship Amount	Increase the scholarship award total for the senior class to \$8 million for the 2021-2022 school year. CCR team at each high school will monitor this through sign in sheets, Tracking Master List, Counselor logs.	

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5.2	Guidance & Counseling 13	PROVIDE OPPORTUNITIES FOR PARENT AND COMMUNITY ENGAGEMENT through the Guidance & Counseling program and continue to provide opportunities for parent/community participation to include educational sessions for parents/community.	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 2021-July 2022	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 14	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 2021- June 2022	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.	
6.3	Guidance & Counseling 15	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	T1-GC	August 2021-July 2022 Grad Requirements/Coding for SPED: Spring 2022	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.	
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, GoGuardian Software Suite	\$62,000.00	T2 Title IV	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	

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4.1	Instructional Technology 3	Build the capacity of each campus community to implement and support innovative learning strategies to ensure an engaged learning environment for all stakeholders. Research and purchase of software and hardware that supports this goal	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 webinar series for district, campus personnel, and community to support growth in remote and blended learning
		Purchase of DBViz software for managing instructional program data sync		DBViz software	\$200.00	SCE				
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	\$50,000	L-LIB	August 2021-June 2022	Destiny Follett and Chalkdust	Increase library resources usage by 10%	Data Analysis
1.1	Library Services 2	INCREASE ACCESS TO LITERACY TOOLS by providing learning to staff and students through the use of Renaissance Learning Products	Director of Library Services and Library Staff	Renaissance Learning Products to include Accelerated Reader and myON	\$206,824.86	ESSER FUNDS	October 2021 - September 2022	Star 360		Data Analysis
3.3	Library Services 3	INFORM ALL STAKEHOLDERS OF LIBRARY ADVANCEMENTS, OPPORTUNITIES, RESOURCES, ETC. THROUGH A VARIETY OF MEDIUM including library websites available through campus websites, newsletters, etc.	Director of Library Services	Online resources such as Google apps/tools, Canva/ Smore, etc.	\$0.00	N/A	August 2021-June 2022	District Library Expectations	Increase of patron awareness regarding library events	100% of the libraries will have a google library site

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			<small>Title/Role</small>					<small>Link to scorecard</small>	<small>Link to scorecard</small>	
4.1	Library Services 4	ENSURE ALL CAMPUS LIBRARIES ARE QUALITY LEARNING ENVIRONMENTS by providing equitable access to library resources, including: TexQuest, TumbleBook, TumbleMath, TeenBookCloud, Capstone Interactive Books, Destiny Library Manager, print material to include books, magazines and newspapers	Director of Library Services	ESC 20 Educational CO-OP, TumbleBooks, TumbleMath, Capstone, TeenBookCloud	\$186,002.00	L-LIB	August 2021-June 2022	Destiny Follett and Chalkdust	Increase library resources usage by 10%	Data Analysis
4.2	Library Services 5	ENSURE ALL STUDENTS HAVE ACCESS TO APPROPRIATE LITERACY MATERIALS by increasing the number of high-quality, multicultural Spanish language books in circulation	Director of Library Services	Book vendors such as Follett School Solutions, Bound to Stay Bound Books, etc.	\$3,211.00	L-LIB	August 2021-June 2022	Increase the number by 2 additional book for each Bilingual student	Equitable access to library resources by all	Destiny report
5.2	Library Services 6	PROVIDE ENGAGING OPPORTUNITIES FOR STUDENTS, PARENTS AND COMMUNITY MEMBERS THROUGH LIBRARY RESOURCES AND COMMUNITY PARTNERSHIP to include book fairs author visits, "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	\$0.00	N/A	August 2021-June 2022	Number of events held at each campus	Increase parental library engagement by 10%	Parental Sign in Sheets
6.1	Library Services 7	ESTABLISH AND MONITOR DISTRICT LIBRARY PROFESSIONAL DEVELOPMENT through the use of district Library Expectations	Director of Library Services	District PD days	\$0.00	N/A	August 2021-June 2022	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 8	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; Title 1	August 2021-June 2022	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 Operations Plans (EOPs)	Exec. Dir. of Safety, Transp. & Policy		\$76,000.00	T4	Sept.- Aug. 2022	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	Sept.- Aug. 2022	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 training on emergency management protocol for K-12 institutions.	Exec. Dir. of Safety, Transp. & Policy		\$0.00	L-TBWH	Sept.- Aug. 2022	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.	

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			Title/Role					Link to scorecard	Link to scorecard	
	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	Sept.- Aug. 2022	Monitor usage by login data of MERP app	Monitor usage by login data of MERP app	
	School Safety 5	Provide SWISD staff with safety resource (Raptor Emergency Management app) to utilize during crisis management events	Exec. Dir. of Safety, Transp. & Policy	Local	\$4,694.76	L-TBWH	Sept.- Aug. 2022	Monitor usage by login data of Raptor Emergency Management app	Monitor usage by login data of Raptor Emergency Management app	
	School Safety 6	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 7	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 2022	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).	
	School Safety 8	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 2022	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.	
	School Safety 9	Provide sanitation and safety supplies such as PPE, disinfectant, electrostatic sprayers, wipes, barriers, face shields, and other safety materials to provide continuity of school services, reopening schools and meet safety guidelines.	Executive Dir. of Safety, Transportation & Policy	Sanitation materials, sprayers, disinfectant, PPE, water, fountain kits, wipes, barriers, face shields, masks, and other materials for continuity of services.	\$250,000.00	ESSER II & ESSER III	Sept.- Aug. 2022	Purchase orders, inventory	100% of all school facilities will meet safety guidelines for working, instructing, and reopening school facilities for continuity of school services.	
	School Safety 10	Provide improved air flow to school facilities that need upgrades in HVAC systems	Executive Dir. of Safety, Transportation & Policy	HVAC systems, tools, wiring	\$2,000,000.00	ESSER III	Fall 2021- Spring 2022	Purchase orders, workorders, and contract schedules	100% of older HVAC systems will be upgraded for better air flow by July 2022.	
1.1	Special Education 1	Ensure all special education students receive literacy focused instruction that assists in closing academic gaps due to the pandemic by maintaining students engagement in intervention programs.	Campus Administration, General Ed and Special Ed teachers	District Staff & Approved Intervention Programs	\$300,000	IDEA-B, State & Local Special Education Funds	8/2/21- 7/29/22	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, Coordinator and Campus Administrators	District Staff & Approved Intervention Programs	\$150,000	IDEA-B, State & Local Special Education Funds	8/2/21- 7/29/22	Progress on student IEPs and Grades	Progress reports, student IEPs. and Grades	Evidence of progress on grades, IEP progress reports and state assessments.

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			Title/Role	RESOURCES						
1.2	Special Education 3	Ensure qualified special education students have opportunities to explore and make decisions about future opportunities by expanding Post Secondary Opportunities	District Staff	District Staff & Approved Intervention Programs	\$100,000	IDEA-B, State & Local Special Education Funds	8/2/21-7/29/22	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	Executive Director, Director, Coordinator and Campus Administrators	District Staff & Approved Intervention Programs	\$100,000	IDEA-B, State & Local Special Education Funds	8/2/21-7/29/22	Reports from Eduphoria	Increase in number of staff CPI trained	Sign in sheets, completed CPI assessment
2.2	Special Education 5	Cultivate a nurturing environment that addresses the whole child by supporting a tiered approach to Social & Emotional Learning (SEL) program by providing training, materials and support for special education students across the district.	Executive Director, Director, Coordinator and Campus Administrators	District Staff & Approved Intervention Programs	\$150,000	IDEA-B, State & Local Special Education Funds	8/2/21-7/29/22	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 grading period.	ARD Facilitators, Case manager, Coordinators	District Staff	\$100,000	IDEA-B, State & Local Special Education Funds	8/2/21-7/29/22	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, Coordinator and Campus Administrators	District Staff	\$500,000	IDEA-B, State & Local Special Education Funds	8/2/21-7/29/22	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
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	IDEA-B, L-SPED	8/2/21-7/29/22	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	IDEA-B	8/2/21-7/29/22	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 and Campus Administrators	District Staff	\$20,000	IDEA-B	8/2/21-7/29/22	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

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			Title/Role	RESOURCES						
				COST/YEAR	BUDGET SOURCE	TIMELINE				
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	IDEA-B	8/2/21-7/29/22	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	IDEA-B	8/2/21-7/29/22	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	Executive director, director, coordinator and campus administrators	District Staff & Approved Intervention Programs	\$100,000	IDEA-B	8/2/21-7/29/22	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.
135	Student & Outreach Services 1 McKinney Vento	Increase the number of trainings provided to SWISD staff regarding the awareness and identification of McKinney Vento students	Director of Student & Outreach Services-McKinney Vento Liaison	Trainings and Materials from ESC 20, ESC 13, TEA			August 2020- May 2021	Evidence of training will be available by online registration/attendance documentation	The impact will be evident by the number of students who meet the definition of homeless under the McKinney Vento Act	
135	Student & Outreach Services 2 McKinney Vento	Continue to improve on identifying students who meet the McKinney Vento identification criteria.	Director of Student & Outreach Services-McKinney Vento Liaison	Trainings and Materials from ESC 20, ESC 13, TEA, SWISD PEIMS data			August 2020-May 2021			
135	Student & Outreach Services 3 McKinney Vento	Provide/Purchase school supplies, clothing, shoes, and hygiene products for McKinney Vento students in need	Director of Student & Outreach Services-McKinney Vento Liaison, SWISD campus social workers	TEHCY Grant, Walmart Cards, local Walmart	\$22,500.00	TECHY Grant	2020-2021 school year			
157	Student & Outreach Services 4 McKinney Vento	Will coordinate with other school districts and the surrounding area to provide transportation services to McKinney Vento students in order to remove the transportation barrier to and from school	Director of Student & Outreach Services, campus social workers, Student & Outreach Services clerk	SWISD Transportation, other San Antonio School district transportation departments, transportation departments for surrounding areas, SA McKinney Vento Liaisons		Designated funds, Title I funds	2020-2021 school year			
356	Student & Outreach Services 5 Foster	Provide professional development in regards to Foster student enrollment and support	Director of Student & Outreach Services-Foster student liaison	Trainings and materials from ESC 20, TEA, local agencies		Designated funds	2020-2021 school year	Evidence of training will be available by attendance sheets	Evidence will be the increase in attendance, grades, and post high school enrollment in college or trade school	
157	Student & Outreach Services 6 Foster	Will coordinate with other SA school districts and the surrounding area to provide transportation services to students in Foster Care in order to remove the transportation barrier to and from school	Director of Student & Outreach Services, campus social workers, Student & Outreach Services clerk, Caseworker for student in Foster Care	SWISD Transportation, other SA school district transportation departments, transportation departments for surrounding areas, SA Foster Care Liaisons						
356	Student & Outreach Services 7: Foster Student Services	Provide academic school records as needed to facilitate movement if/when needed and to support academic progress of students in foster care	Director of Student & Outreach Services, Campus social workers and counselors	Local agencies and resources		Local	2020-2021 school year	Campus social workers and counselors maintain records of referrals.		

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567	Student & Outreach Services 8: School Aged Parenting	Provide CEHI and PRS for pregnant/parenting students	SAP homebound instruction teacher		Local agencies and resources		Local	2020-2021 school year	Documentation of services provided indicated in PEIMS and CEHI folders	Students are staying in school and are graduating	
567	Student & Outreach Services 9: School Aged Parenting	Provide transportation to school aged parents utilizing the PCI learning center to and from home and school	SWISD transportation		SWISD transportation department, car seats placed on the bus		Local	2020-2021 school year	Online requests to transportation and communication between transportation and SOS	School aged parents' attendance is improved due to transportation for both parents and infants/toddlers.	
167	Student & Outreach Services 10: School Aged Parenting Early Childhood development center	Early childhood development center for infants 6 weeks to 35 months of age	Parent Child Incorporated Staff, Director of Student & Outreach Services		SWISD classrooms, Parent Child Incorporated staff		Local	2020-2021 school year	SWISD school aged parents attend school while infants/toddlers attend the early child development center.	School aged parents' attendance and academic success is increased	Attendance, parenting acadeic progress, graduation
136	Studewnt & Outreach Services 11: Clerical and Operational Support	Provide the necessary equipment and materials to ensure all staff have adequate resources, ensure that all pertinent documents, such as SRQs, Purchase Order requests, transportation requests are processed .	Director of Student & Outreach Sevices, Student & Outreach Services clerk		Local and Title I funds		Local and Title I funds	2020-2021 school year	Purchase order requests, Invoices, transportation requests	100 % of district support in the areas of Student & Outreach Services	
567	Student & Outreach Services 11: School Aged Parenting Class	Provide class for SWISD school aged parents/pregnant students with emphasis on developing parenting skills as well as developing "real world" skills	CEHI instruction teacher, Communities in Schools clinical caseworker		Local agencies and resources, Communities in School,		Local	2020-2021 school year	Class rosters, agencies' presentations, grades	Students are leaving SWISD with additional tools to help them be successful in post high school life	Enrollment in college, trade school, military, or work force
145	Student & Outreach Services 12: Starbase Kelly	Provide opportunities for STEM program targeting 5th grade students on specified campuses through Starbase Kelly program	Director of Starbase Kelly, Director of Student & Outreach Services		SWISD transportation, Starbase Kelly staff		DOD	2020-2021 school year	Campus and Starbase Kelly clas rosters, transportation requests	Students become for confident in pursuing STEM opportunities after having gone through Starbase Kelly program	Increase post-test scores and increase in math and science grades
1.1	Support Services 1: Dyslexia-Increase success of dyslexic students through expanding the number of teachers trained and implementing the Take Flight program (Elementary-MS) & Reading by Design (High school)	Continue to train teachers in dyslexia intervention programs/interventions. Consider the use of more than one intervention to meet the needs of students identified K-1st grade and needs of those that complete one intervention program but still need additional intervention/services.	Support Services Coordinators (DYS) Support Services Specialists		Professional Development	28,000	SCE and/or DYS	August 2021-2022	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

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1.1	Support Services 2: Dyslexia- Increase success of students identified as dyslexic through evidence based use of instructional materials, professional development, and parent training.	Continue to supplement needs of students through purchases of instructional materials, support, and professional development/ parent training.	Support Services Coordinators Support Services Specialists Interventionists	Science of reading instructional materials and support materials for students identified with dyslexia and/or at-risk for dyslexia or related difficulties.	\$70,000.00	SCE and/or DYS	August 2021-July 2022	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. Completion of parent training opportunities district wide as evidenced by campus sign in sheets.	100% Dyslexia Interventionist/Teachers will provide evidence of completed training per program requirements (i. e. CALT certification, Take Flight program, RBD certificate)	Review of student data as evidence of effective program implementation and training
1.1	Support Services 3: Dyslexia- Improve identification and services for students with dyslexia and related disorders by providing screening and full evaluations in English and Spanish.	Continue to identify refinement/revision needs to screening and evaluation process. Continue to refine evaluation and referral process to ensure child find obligations. Additional support to classroom teachers is needed when students are identified in K-1st grades as having reading difficulties as indicated on dyslexia screening process. Additional support, coaching, development of campus interventionists is needed as the rate of reading difficulties is identified in grades K-1st. Additional support to bilingual classroom teachers to help determine language vs dyslexia concerns.	Support Services Coordinators Support Services 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 2021 - May 2022	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
1.1	Support Services 4: MTSS/RTI - 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	Continue to provide PD for teachers on HB 4545 & TEC 28.0213 and support documentation and implementation of AIP/IPI to increase student success in reading and STAAR subjects.	Support services Coordinator (MTSS/Interventions) Content Coordinators assigned to specific programs	Panorama	\$200.00	L-CNI SCE	August 2021- June 2022	All students identified as requiring a multi-tiered system of support will have access to strategic interventions and progress monitoring in Panorama.	Students needing HB 4545 Accelerated Instruction AIP/IPI, and/or 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

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			Title/Role				SOURCE			Link to scorecard	Link to scorecard	
1.1	Support Services 5: MTSS/RTI - Increase student success by implementing effective interventions based on universal screeners and additional data to identify students in need.	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		Panorama	\$100.00	L-CNI SCE		August 2021- June 2022	All students identified as requiring a multi-tiered system of support will have access to strategic interventions and progress monitoring in Panorama.	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
3.1	Support Services 7: 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.	Continue to provide documentation templates to campuses and ensure campus monitoring of distribution to meet SB 1153 requirements.	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 SCE		August 2021 - May 2022	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 9: MTSS/RTI - Ensure a quality learning environment for students receiving intensive interventions by providing initial training, coaching, and feedback for intervention personnel	Continue providing training, coaching, and feedback to teachers to ensure a quality learning environment for students receiving intensive interventions.	Support services Coordinator (MTSS/Interventions) Campus RTI Administrators Principals		Panorama, Branching Minds	\$3,500.00	L-EL SCE		August 2021 - May 2022	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 strategic, effective, research based interventions.	Review of student data

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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	\$0.00	L-CNI	August 2021 - June 2022	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
4.1	Support Services 10: MTSS/RTI - Ensure a quality learning environment for all students based on their intervention needs by providing quality intervention resources, teachers, materials, etc.	Continue identification and support for students who require intensive interventions and/or support through MTSS/RTI. Work with Content Math to ensure access to tiered interventions in Math based on individual student need. Follow up with campuses ensure opportunities for students to engage in VT courses.	Executive Directors and Director of Teaching and Learning, Content Coordinators (ELAR/Math), Support Service Coordinator (MTSS/RTI)	HS access in gen ed \$55,250.00- Achieve 3000 iStation espanol (K-5) mClass/Amplify (K-5) Amplify ELA (6-8) \$118,000.00 Imagine Learning Math (K-9) \$97,000.00 Edgenuity (6-12 grade)	\$27,350.00 \$9,000.00 \$118,000.00 \$97,000.00	Campus SCE HSA and Title 1 funds	September 2021-July 2022	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 strategic, effective, research based interventions.	Review of student data
4.1	Support Services 11: Personnel District- Support	meetings, trainings, and technical support, printing, translating services, curricular resources and supplemental materials, supplies, and training.	Evaluation & Dyslexia Coordinators 3- Support Services Itinerant Dyslexia Specialists	out of district travel, testing & screening materials, other materials, Resources & Supplies	\$320,000.00 \$2,500.00 \$14,000.00	L-CNI T1 T2, Dys, SCE	August 2021-July 2022	(KRONOS, PEIMS) TEAMS DATA Analysis	improving support & services provided to students in RTI, 504, Dyslexia, and interventions.	Review of student data
6.4	Support Services 15: Support Services, MTSS (RTI)/ 504, GEH/ Dyslexia	Establish and monitor expectations of training, utilization, and implementation of best practices for MTSS (RTI)/ 504, GEH/ 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/Specialists (Dyslexia) Executive Directors	Professional development opportunities Legal requirements Frontline esped 504 Panorama	\$3,000.00	L-CNI, SCE	August 2021-July 2022	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 to PD by trained staff to improve student progress.	Review of student data

SPG	TARGET AREA <small>(Specific objectives based on campus and students' needs)</small>	ACTION STRATEGIES <small>List 1 objective/strategy per line</small>	RESPONSIBLE PERSON(S)		RESOURCES	COST/YEAR	BUDGET SOURCE	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE
			Title/Role						Link to scorecard	Link to scorecard	
3.1	Support Services 6: 504 - Follow Section 504 requirements, provide guidelines and expectations for communication, identification, and requirements with parents and faculty for students suspected of having a disability.	Continue district wide 504 training to share guidelines and resources for effective identification, evaluation, and service implementation through the campus 504 committee. All students suspected of having a disabling condition under section 504 will receive access to a 504 evaluation. For those eligible students, a 504 plan, accommodations and monitoring will be determined through the 504 committee meeting.	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 eSped 504 through Frontline Learning Supports for All website	\$200.00	L-CNI	August 2021- July 2022	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 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. They will receive timely initial/ 3 year re-evaluations as required by Child Find & Section 504 regulations.	Review of student data
4.1	Support Services 8: 504 - Identify and determine eligibility for students who may require general education homebound services as determined by the General Education homebound or 504 Committee and provide access to quality teachers, materials, assessments, appropriate scheduling, etc. to meet individual student needs. File GEH remote waiver requests for eligible students with extremely severe medical conditions as outlined in SAAH.	Continue to provide appropriate GEH services. Develop a plan to ensure appropriate documentation in online database system and for 504.	Support services Coordinator (Sec. 504/GEH) Campus 504 Administrators Principals		District resources GEH guidelines Students Attendance Accounting Handbook Documents in esped	\$200.00	L-CNI	August 2021-May 2022	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