



SCHOOL *of* EXCELLENCE
in EDUCATION

2015-2016 District Improvement Plan 015806

Date of Board Approval: March 8, 2016

2013-2016 Strategic Plan

To ensure that the School of Excellence in Education Charter School District and its campuses followed a path of continuous reflection, purposeful action and improvement a three year strategic plan was developed. In December 2012, the Superintendent appointed internal and external facilitators to guide the process of producing and implementing a strategic plan.

Between January and April 2013, a select committee of district and campus level administration and teachers met to discuss the basis of school reform. Shortly thereafter, the committee was expanded to include parents, community members, and students. In preparation for strategic planning, the committee reviewed AEIS data, information provided by the Texas Association of School Business Officials, and the Region XIII Campus Snapshot Report. The committee also revisited the district's current vision, mission, core values and goals.

By May 19, 2013; the committee had rewritten the district's mission, vision, and core values. It also established seven focus areas, objectives, measures, and timelines.

On May 21, 2014, the committee met to review the accomplishments of the past year and to determine the opportunities for growth during the 2014-2015 school year.

Today, the Strategic Planning Committee and the District as a whole is in the second phase of implementation. As the Strategic Plan and the District Improvement Plan are dedicated to school improvement and providing a quality education to our students, they are interfaced so District Goals and, ultimately, the needs of our students will be met.

Vision

Innovate. Adapt. Excel. Dreams Happen!

Mission

The School of Excellence in Education educates, motivates, and nurtures all learners by using evolving methods and technology.

School of Excellence in Education Board of Trustees

Patrick Britton – President

Yasan Gooding, Ph.D. – Vice-President

La Vergie Washington – Secretary

Vacancy – Member

Vacancy - Member

District Goals

- Increase student enrollment by a net 10% per campus for the next three years.
- By focusing on relationships, starting in 2013-2014, the District will increase student engagement to 100%.
- Beginning in 2013-2014, the District will build unity by effectively communicating and implementing clearly defined policies and procedures.
- Beginning in 2013-2014, the District will hire and retain 100% highly qualified and effective personnel.

Values

R.E.S.P.E.C.T.

Responsibility □ Endurance □ Service □ Passion □ Engagement □ Community □ Trust

District Creed

Written by Bishop Rick Hawkins

My Generation

*This is my generation.
I was born for such a time as this.
My future is secure and my presence makes sense.
I have purpose and potential;
My steps are in order.
I am destined to succeed.
I do not need popularity;
I am not impressed by superiority.
My position is already secure!
I am limited by my own actions.
I produce excellence by my own attitude.
This is my generation; it was waiting for me to arrive.
I am here and I will not be the same.*

Strategic Focus Areas

The strategic focus areas provide guidance to SEE leadership as it makes policy decision and develops initiatives and strategies to achieve our vision. Each strategic focus area contains processes and outcome objectives. The process objectives identify the actions that the district will take to achieve its mission and vision. The outcome objectives emphasize the changes expected as a result of purposeful activities.

1. Food Services and Nutrition
 - a. Improve food service across the district.
 - b. Ensure USDA rules and regulations are followed and reports are submitted in a timely manner.
2. School Activities
 - a. Increase employee, student, and parent participation in school and district activities.
3. Character Education and Human Relations
 - a. Improve the culture and climate of the schools and district.
 - b. Attract, develop, retain and support caring, motivated, and highly engaged employees and students.
 - c. Promote a safe learning environment.
4. Policies and Procedures
 - a. Establish, communicate, and implement clearly defined policies and procedures across the district.
 - b. Improve the district's communication with employees, students, parents and the community.
 - c. Understand and comply with required federal, state, and local policies and procedures.
5. Recruitment, Outreach, and Communication
 - a. Increase and retain student enrollment across the district.
 - b. Improve district's communication with employees, students, parents, and community.
6. Academic and Community Resources
 - a. Improve student achievement across all content areas and student subgroups.
 - b. Increase student engagement in the learning process.
 - c. Evaluate programs for effectiveness.
 - d. Access local talent and expertise to support district goals and objectives.
7. Facilities
 - a. Improve facilities across the district.

Ten Schoolwide Components Required by Federal & State Funding

Funds received under Title I, Part A of the Elementary and Secondary Education Act provides supplemental funding to provide additional resources to help schools with high concentrations of students from low-income families provide a high-quality education that will enable all children to meet the state's student performance standards. The School of Excellence in Education receives these funds under a school-wide program so that all students, but especially those from low-income homes, receive an equitable, effective education. As a participant in this program, SEE and its campuses must develop an improvement plan to meet the following objectives: 1) institute school-wide reform strategies; 2) provide instruction by highly qualified teachers; 3) encourage parental involvement and 4) provide transition support from early childhood education to general education. To ensure these objectives are met, each plan must address ten specific components. They are:

1. Comprehensive Needs Assessment
2. School-wide Reform Strategies
3. Instruction by highly qualified professional teachers
4. High quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff
5. Strategies to attract highly qualified teachers
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program
9. Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards
10. Coordination and integration of federal, state and local services and programs

Integration of SEE's Strategic Plan and District Improvement Plan

To meet the district's strategic goals and the elements required by federal and state funding; the 2015-2016 District Improvement Plan will ensure that the Seven Strategic Focus Areas and the Ten School-wide Components are addressed within the plan; as well as the Critical Success Factors listed below.

Critical Success Factors

The following success factors are foundational elements within the Texas Turnaround Framework and serve as key component areas in school improvement planning. Critical Success Factors (CSF) are grounded in evidence-based research and addresses practical areas for implementing improvement areas.

CSF 1: Academic Performance – Academic performance is the foundational CSF. By focusing on data driven instruction that targets the use of ongoing monitoring of instruction, schools can increase performance for all students. Curricular alignment both horizontally and vertically is also critical components of this CSF.

CSF 2: Quality Data to Drive Instruction – Use of quality data to drive instruction emphasizes data disaggregation training and ongoing communication of data to improve student learning outcomes. A focus of this CSF is utilizing data to drive instruction.

CSF 3: Leadership Effectiveness – Leadership effectiveness targets the need for leadership on the campus to exercise operational flexibility and the effective use of data and resources. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.

CSF 4: Increased Learning Time – Increased learning time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. This CSF also confirms as a requisite, an instructionally focused calendar.

CSF 5: Family/Community Engagement – Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.

CSF 6: School Climate – School climate recognizes increased attendance and reduced discipline referrals as indicators of positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.

CSF 7: Teacher Quality – Teacher quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. A locally developed appraisal and evaluation system informs personnel decisions in order to ensure quality teaching and learning.

As SEE is committed to student achievement and teacher efficacy; the district will ensure that the DIP addresses every School-wide Component and Critical Success Factor.

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District Site Based Decision Making Committee

Superintendent – Academics Director – Chief Financial Officer – Human Resources Director – Transportation Manager – Technology Manager – Principals – Elementary CICs – Grants Manager – Assistant Director of Operations & Communications - District Nurse – PEIMS Coordinator – Assistant Technology Director – Parent – Counselors - Teachers

Comprehensive Needs Assessment

Data	Sources	Summary of Findings																																																																								
<p>Accountability</p> <p>EOC/STAAR</p> <ul style="list-style-type: none"> • District/Campus Grade Level • TEKS Objectives • Ethnic Groups • Economically Disadvantaged • LEP • Gender • At-risk 	<p>TAPR</p> <p>EOC Data</p> <p>STAAR Raw Scores</p> <p>AYP Report</p> <p>PEIMS Report</p> <p>Program Data</p> <p>Retest Data (Exit Level)</p> <p>Longitudinal & Cohort Data</p> <p>Trend</p> <p>Professional Development Schedule</p>	<p>The State of Texas rolled out the State Assessment of Academic Readiness (STAAR) for grades three through six and the End of Course (EOC) assessments for secondary students during the 2011-2012 academic year.</p> <p style="text-align: center;">2014-2015 Texas Academic Performance Report</p> <p>2015 Accountability Rating: Met Standard</p> <p>2015 Special Education Determination Status: Meets Requirements</p> <p>2015 Safeguards: Bilingual/ESL – Stage 1</p> <p style="text-align: right;">NCLB – Stage 3</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0f2f1;"> <th style="width: 60%;">Item</th> <th style="width: 20%;">State</th> <th style="width: 20%;">District</th> </tr> </thead> <tbody> <tr style="background-color: #e0f2f1;"> <td colspan="3" style="text-align: center;"><i>STAAR Percent at Phase-in Satisfactory Standard or Above</i></td> </tr> <tr> <td>All Subjects</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td>Reading</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">68%</td> </tr> <tr> <td>Mathematics</td> <td style="text-align: center;">81%</td> <td style="text-align: center;">79%</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">45%</td> </tr> <tr> <td>Science</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">54%</td> </tr> <tr> <td>Social Studies</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">52%</td> </tr> <tr style="background-color: #e0e0e0;"> <td colspan="3"> </td> </tr> <tr style="background-color: #e0f2f1;"> <td colspan="3" style="text-align: center;"><i>STAAR Percent at Postsecondary Readiness Standard</i></td> </tr> <tr> <td>Two or More Subjects</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">14%</td> </tr> <tr> <td>Reading</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">23%</td> </tr> <tr> <td>Mathematics</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">24%</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">9%</td> </tr> <tr> <td>Science</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">14%</td> </tr> <tr> <td>Social Studies</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">13%</td> </tr> <tr style="background-color: #e0e0e0;"> <td colspan="3"> </td> </tr> <tr style="background-color: #e0f2f1;"> <td colspan="3" style="text-align: center;"><i>Bilingual/ESL STAAR Percent at Phase-in Satisfactory Standard or Above</i></td> </tr> <tr> <td>All Subjects</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td>Reading</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">68%</td> </tr> <tr> <td>Mathematics</td> <td style="text-align: center;">81%</td> <td style="text-align: center;">79%</td> </tr> <tr style="background-color: #e0e0e0;"> <td colspan="3"> </td> </tr> <tr style="background-color: #e0f2f1;"> <th style="width: 60%;">Item</th> <th style="width: 20%;">State</th> <th style="width: 20%;">District</th> </tr> <tr> <td>Writing</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">45%</td> </tr> </tbody> </table>	Item	State	District	<i>STAAR Percent at Phase-in Satisfactory Standard or Above</i>			All Subjects	77%	61%	Reading	77%	68%	Mathematics	81%	79%	Writing	72%	45%	Science	78%	54%	Social Studies	78%	52%				<i>STAAR Percent at Postsecondary Readiness Standard</i>			Two or More Subjects	41%	14%	Reading	46%	23%	Mathematics	48%	24%	Writing	34%	9%	Science	44%	14%	Social Studies	44%	13%				<i>Bilingual/ESL STAAR Percent at Phase-in Satisfactory Standard or Above</i>			All Subjects	77%	61%	Reading	77%	68%	Mathematics	81%	79%				Item	State	District	Writing	72%	45%
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<i>Attendance Rate</i>		
2013-2014	95.9%	95.2%
2012-2013	95.8%	95.8%
<i>Annual Dropout Rate (Grades 7-8)</i>		
2013-2014	0.5%	0.5%
2012-2013	0.4%	0.0%
<i>Annual Dropout Rate (Grades 9-12)</i>		
2013-2014	2.2%	2.7%
2012-2013	2.2%	0.0%
<i>4-Year Longitudinal Rate (Grades 9-12)</i>		
Class of 2014 – Graduated	88.3%	89.7%
Class of 2013 – Graduated	88.0%	82.6%
<i>Staffing</i>		
Teachers	50.8%	50.5%
Professional Support	9.7%	12.9%
Campus Administration (School Leadership)	2.9%	1.8%
Central Administration	1.0%	1.1%
Educational Aides	9.6%	9.0%
Auxiliary Staff	25.9%	24.8%
<i>Teachers by Highest Degree Held</i>		
No Degree	0.9%	1.0%
Bachelors	75.1%	78.6%
Masters	23.4%	20.4%
Doctorate	0.6%	0.0%
Item		
State		
District		
<i>Teachers by Years of Experience</i>		

Beginning Teachers	8.5%	27.7%
1-5 Years Experience	26.1%	27.5%
6-10 Years Experience	22.6%	23.4%
11-20 Years Experience	26.9%	18.0%
Over 20 Years Experience	16.0%	3.5%
<i>Student Distribution</i>		
African American	12.6%	30.3%
Hispanic	52.0%	63.7%
White	28.9%	3.5%
American Indian	0.4%	0.1%
Asian	3.9%	0.1%
Pacific Islander	0.1%	0.4%
Two or More Races	2.0%	2.0%
Economically Disadvantaged	58.8%	93.6%
Non-Educationally Disadvantaged	41.2%	6.4%
English Language Learners	18.2%	15.4%
Students with Disciplinary Placements (2013-2014)	1.5%	0.2%
At-Risk	51.2%	71.9%
<i>Student Enrollment by Program</i>		
Bilingual/ESL	17.8%	15.2%
Career & Technical Education	23.2%	18.3%
Special Education	8.5%	6.8%
<i>Teacher Experience</i>		
Average Years Experience of Teachers	11.0	6.3
Average Years Experience of Teachers with District	7.5	3.4
<i>Average Teacher Salary by Years of Experience (regular duties only)</i>		
Beginning Teachers	\$44,540	\$31,255
1-5 Years Experience	\$46,575	\$33,181
6-10 Years Experience	\$49,127	\$37,588
11-20 Years Experience	\$52,640	\$42,400
Over 20 Years Experience	\$59,787	\$45,475

<i>Average Actual Salaries</i>		
Teachers	\$50,715	\$35,767
Professional Support	\$59,791	\$49,141
Campus Administration (School Leadership)	\$74,292	\$64,229
Central Administration	\$96,907	\$102,874
<i>Instructional Staff Percent</i>	64.6%	60.4%
<i>Turnover Rate for Teachers</i>	16.6%	44.9%

2015 Accountability Ratings

Hawkins High – Met Standards & Formerly IR
Saenz JH – Improvement Required-First Year
Burch Intermediate – Improvement Required-Second Year
Copeland Elementary – Met Standards & Formerly IR

Lee Academy – Met Standards
Kelley Elementary – Met Standards
Walker Intermediate – Met Standards

Please note, that at the end of the 2014-2015 school year, SEE's Board of Trustees elected to close Rick Hawkins High School and Dr. David M. Copeland Elementary even though both of those campuses "met standards" for 2015. The Board closely reviewed recommendations provided by TEA and Chapter 100 of the TEC 54. As neither Hawkins High nor Lee Academy had more than 100 students each and as Lee Academy had a TEA STEM Designation; it was decided to merge the two high school. The board also looked at merging Copeland Elementary and Walker Intermediate since they share the same compound, principal, and campus leadership. In addition, it is recommended in Chapter 100 that no campus have less than 50 percent of its student body in a testing grade. By merging Copeland and Walker into Dr. David C. Walker Elementary; a higher percentage of students are in testing grades.

Accountability 2015 Index Summary

Campus	Index 1 Student Performance	Index 2 Measures Student Growth (Progress)	Index 3 Closing Performance Gaps	Index 4 Post-secondary Readiness	2015 Distinctions
Walker	61%	29%	32%	15%	N/A
2015	72%	38%	41%	25%	
2014					
Copeland					

2015	70%	N/A	38%	22%	N/A
2014	39%	N/A	20%	0%	
Kelley					
2015	73%	41%	42%	25%	N/A
2014	72%	42%	41%	20%	
Burch					
2015	55%	28%	27%	9%	N/A
2014	69%	31%	38%	20%	
Saenz					
2015	53%	33%	28%	7%	N/A
2014	60%	28%	31%	14%	
Hawkins					
2015	67%	15%	35%	68%	Postsecondary Readiness
2014	63%	20%	60%	61%	
Lee					
2015	77%	21%	39%	80%	Mathematics Social Studies Postsecondary Readiness
2014	61%	N/A%	34%	62%	

On September 30, 2013, the Texas Education Agency secured a [waiver](#) from the U.S. Department of Education for specific provisions of the Elementary and Secondary Education Act (ESEA), commonly known as the No Child Left Behind (NCLB) Act of 2001. One of the key changes in the NCLB waiver is the elimination of the Adequate Yearly Progress (AYP) designation. This change is not necessarily permanent. All aspects of the waiver are subject to revision or revocation. Although the original accountability provisions are not currently enforced in Texas, under NCLB all public school campuses, school districts, and the state are evaluated for Adequate Yearly Progress. Districts, campuses, and the state are required to meet AYP criteria on three measures: reading/language arts, mathematics, and either graduation rate (for high schools and districts) or attendance rate (for elementary and middle/junior high schools).

It is apparent that strategies need to be developed to improve student achievement and teacher efficacy at all grade levels, especially in the areas of mathematics and reading. Due to financial constrains caused by a continuous reduction in enrollment, the district must maximize its resources by taking advantage of the support provided by the Texas Center for District and School Support (TCDSS), Texas High School Project and ESC Regions 20 and 13.

Program Based Monitoring Analysis System (PBMAS) is intended to assist school districts in their efforts to improve local performance and meet statutory requirements. The 2015 PBMAS report shows that we missed the following criteria:

- Less than 52 percent of students in grades 3-8 in special programs (SPED and/or ESL) met passing standards on the STAAR Reading Assessments.
- Less than 50 percent of students in grades 3-8 in special programs (SPED, Title I and/or ESL) met passing standards on the STAAR Mathematics Assessments.
- Less than 50 percent of the NCLB students in 8th grade met passing standards on the STAAR Social Studies.
- Less than 50 percent of students in grades 4 and 7 in NCLB met passing standards on the STAAR Writing Assessments.

- Less than 50 percent of students in grades 5 and 8 in NCLB met passing standards on the STAAR Science Assessments.

TELPAS measures ESL students' growth in four areas - Listening, Speaking, Reading, and Writing. Students are rated at four different levels: Beginning, Intermediate, Advanced, and Advanced High.

Listening				Speaking				Reading				Writing			
B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH
4%	4%	35%	58%	2%	11%	38%	48%	9%	21%	47%	23%	2%	30%	41%	27%

Please note that as of the printing of this report, TELPAS scores for the 2015-2016 school year had not been released.

The above chart shows us that fewer students are scoring in the "Advanced High" category in the areas of Reading and Writing. Further delving into report data shows that our ESL students who are also SPED students are advancing at a slower rate than their peers.

In addition to the above scores, students are given a composite score which ranges from one at the lowest to five at the highest. The average composite score was 3.0 with our ESL/SPED students scoring an average composite score of 2.4. With a high rate of ELL students at Kelley Elementary it is now imperative that we start a Bilingual program in Spanish. TEA criteria states that we need to start the program at the Pre-K level and each year add a bilingual teacher to the succeeding grade level. As

Review of the above data indicates to the reader several areas where improvement is needed. Across the board, student achievement needs to be increased in all core subjects. Even though campuses are meeting targeted scores; scores are not meeting state averages, especially in the areas of math and reading. Kelley Elementary has the largest number of Bilingual/ESL student within the district. To close the achievement gap between Bilingual/ESL and general education students; students could benefit from additional intervention through a tutor and supplemental materials.

Critical to an increase in student achievement is research-based, data driven professional development for teachers, principals and district administrators. To ensure that the needs of all learners which includes students identified as at-risk, special education, bilingual/ESL, 504, dyslexic, homeless, and migrants; faculty and staff need to receive professional development in Positive Behavior Intervention Support (PBIS) and Response to Intervention (RtI). Specific professional development planned to meet the needs of teachers and students at all campuses will be designed to increase student achievement in all core areas: math, ELAR, science, and social studies. These facts indicate that professional development is of primary importance. To ensure professional development is provided in critical areas, including in the language arts and mathematics; the district needs use internal and external PD providers.

To increase student engagement, project based learning (PBL) needs to be instituted throughout the district, in all grade levels; and teachers need to receive professional development on how to integrate age-appropriate PBL within the curriculum. In addition, college readiness programs need to be instituted at all grade levels, not just at the secondary level. Both the district and campuses recognize that the specific strategies written into this plan are necessary to increase student achievement and thereby meet both state and federal academic standards.

Our special education population is more than 2 percent less than the state average which does not warrant the need for the district

		to employ a full time SPED Coordinator, speech therapist, LSSP, diagnostician or VAC provider. To maximize effectiveness while still providing services, the district needs to contract with outside sources to provide these services. In addition, to help close the achievement gap between special education students and the general populations; supplemental instructional materials need to be purchased based on students' needs and data.
Other Assessments TELPAS STAAR-M TPRI Local benchmark data Academic records of homeless and migrant students	AYP Report TELPAS Data SPED Assessment Data TPRI Data Local Benchmark Data	Data-driven and focused, continuous improvement planning and campus monitoring are at the core of the district's improvement process. EOC and STAAR scores, AYP and PBMAS information are used as beginning sources of data. Other data sources include district formative assessments; TPRI, SAT/ACT, and AP test scores. SEE continues to offer Advanced Placement courses in core subjects. It is expected that dual credit courses will continued to be offered at St. Philip's College during the 2014-2015 school year.
Attendance Rate District/Campus Grade Level Ethnicity/Gender Mobility Rates	Attendance Records Truancy Reports AEIS Reports AYP Report	Based on data from the June PEIMS 2014 submission; the district student attendance rate held steady around 95% for the past three years. Even though enrollment has been consistently dropping during the past five years, it has been relatively stagnant during the 2015-2016 school year. In September 2015 enrollment was 1063 and as of January 5, enrollment had slightly increased at 1082. At the close of the 2014-2015 school year enrollment was at 1074. It is expected to hold relatively steady for the remainder of the year. This will allow the district to obtain a true picture of its financial and staffing needs. In addition measures will be taken, to increase enrollment by 10 percent for the 2016-2017 school year. SEE offers full-day Pre-K but only receives state funding for half-day Pre-K; only half of our Pre-K students are counted in the ADA. However, the district is allowed to use State Compensatory Education Funds to offset some of the cost of the full day expense. Strategies must be developed by the district and campuses to engage students so they will want to come to school and to discourage parents from not making their children regularly attend school. Some of these strategies should include recognition for perfect attendance and continuing to implement truancy intervention policies.
Completion Rate/Dropout Rate/Retention Rate Grade Level Ethnic Group Economically Disadvantaged Special Education LEP Gender	AEIS Report State Accountability Report AYP Report PEIMS Reports PBMAS Report	Postsecondary Readiness: In 2015 Hawkins High and Lee Academy received Distinctions in Postsecondary Readiness. Dropout and graduation were close to or better than the state average. Strategies need to be continued to ensure the district maintains a high graduation rate and a low dropout rate. These strategies must include enhancing student engagement, increasing teacher efficacy and concentrating on college readiness indicators for all student subgroups. If implemented properly, House Bill 5 can have a positive effect on graduation, college readiness, and student engagement. House Bill 5 created the Foundation High School Program. Beginning with the 2015 school year, students transitioned from the Minimum, Recommend or Distinguished Graduation Plans to the Foundation High School Program. Students who were in 9 th , 10 th , or 11 th grades in 2014, were given a choice as to whether or not they want to graduate on the new Foundation Plan or the previous plans. The Foundation Plan requires that students graduate with four credits in English and three credits each in mathematics,

<p>Number of Years in School TAKS Performance At-risk</p>		<p>science, and social studies. All students must graduate with an endorsement unless the student and his/her parents request in writing that he/she not be required to earn an endorsement.</p> <p>To earn an endorsement, the student must successfully complete the curriculum requirements for that endorsement, complete four credits of mathematics and science each and earn two additional elective credits. Every school district must offer at least one endorsement.</p> <p>On March 25, 2014, the SEE Board of Trustees adopted the following endorsements: STEM, Business & Industry, and Public Services. By providing these endorsement opportunities, the district must employ highly qualified teachers or adjunct teachers to instruct the appropriate endorsement curriculum.</p> <p>In addition HB5 requires that each district and its campuses rate itself on nine Community and Student Engagement Factors. The nine factors are: 1) Fine Arts, 2) Wellness and Physical Education, 3) Community and Parent Involvement, 4) 21st Workforce Development Skills, 5) Second Language Acquisition, 6) Digital Language Acquisition, 7) Dropout Prevention Strategies, 8) Educational Programs for GT Students, and 9) Compliance with Statutory Reporting and Policy Requirements. The district and its campuses are required to use the ratings of Exemplary, Recognized, Acceptable or Unacceptable based on locally determined criteria. The report must be submitted with the Summer PEIMS report and the district must be able to back substantiate its findings in writing. The district rating for 2015 was "Acceptable."</p> <p>As indicated in the section above, SEE's ability to retain students has become problematic although in the past year it has stabilized. When SEE began in 1998, San Antonio was home to less than 15 charter schools. Today, the number has more than doubled, with the newest charter schools being offshoots of well-established and well-funded charters schools from a variety of states. Today, parents have even more options in regards to their children's education.</p> <p>To ensure the continued existence of the School of Excellence in Education, it is imperative that the district develop and implement a targeted marketing plan to recruit new students and to develop and implement strategies to retain those students, as well as the students that are currently enrolled. Retaining students will only come when our teachers and administrators are able to develop positive relationships with each and every student; when every student is engaged in the classroom, participates in some form of extracurricular activity; and accepts responsibility for his/her learning; when the district is able to recruit and retain highly qualified, effective teachers; when parents are induced to become involved in their children's education; when partnerships are developed within the community; and, above all; when SEE can offer a high-quality education so that all students are able to master state assessments and are prepared for a post-secondary education. For many years, we publicized that SEE was the district where everyone knew your name. Maybe, it is time that we go back to that philosophy.</p>
<p>Program Effectiveness Special Education ESL/Bilingual At-risk Title I State Compensatory Education Career and Technical</p>	<p>Parents Teacher Conference Records Telephone Logs Master Schedules Special Education Referrals LEP Referrals</p>	<p>District and campus administrators, as well as lead teachers need to be trained on how to set systemic, specific academic goals; and how to implement and monitor goals to ensure that state, federal, and local mandates for student achievement are consistently met across every sub-population and content area. A process needs to be established for the district and campuses to make formative and summative evaluations regarding the effectiveness of programs established to meet district and campus goals and to improve student achievement across all content areas and student subpopulations. The district needs to review the methods, programs and tools used to improve reading, writing, mathematics, science and social studies achievement scores to determine their effectiveness and, if necessary, find new methods, programs and tools if the current ones are determined to be ineffective. Special attention needs to be paid to the effectiveness of our intervention programs in reading, mathematics, dyslexia, ESL, RtI and</p>

<p>Education Migrant Homeless SAT/ACT Scores (high school) AP (high school) 504/Dyslexia Technology Transitions Graduation Diploma Type (Minimum, Recommended, DAP) Parental Involvement Number of students in a class</p>	<p>Site Based Decision Making Committee (SBDMC) Minutes Parents Teacher Conference Records Telephone Logs Master Schedules Special Education Referrals LEP Referrals Site Based Decision Making Committee (SBDMC) Minutes</p>	<p>PBIS.</p> <p>To meet the priority goal of increased student achievement, there needs to be more opportunities for intervention, acceleration and individualized instruction for all learners. These services should be provided at the campus and district level throughout the school year, beginning early in September and continuing through the summer. Access to supplies and materials will be critical to the continuous implementation and on-going success of these opportunities. It is for these reasons that most campuses have decided to use State Comp Ed funds to provide additional tutoring, interventions, RtI, specific interventions for at-risk students and teacher support.</p> <p>Research indicates the use of technology in classroom instruction results in a significant increase in student achievement. SEE needs to revisit its technology plan and the resources available to meet the district’s technological needs. While funds for technology have dwindled, the need for technology hardware and software has increased. More than 75 percent of the district’s computers are more than six years old. Emphasis needs to be placed on obtaining additional funding for computers, tablets and laptops for student and teacher use. When logical and when it is in compliance with funding, grant funds can be utilized to integrate technology to increase student learning and engagement.</p> <p>However, procuring additional technology devices will not improve student engagement and achievement, if the teachers are not fully trained on how to integrate technology within the curriculum and if administrators do not require that technology be fully and effectively integrated. In addition, teachers should be specifically trained on how to utilize technology to meet the needs of our at-risk, special education, ELL, and other special population students.</p> <p>Due to increased numbers of ELL students, additional individualized support for ELL students and teachers is necessary. Bilingual services should be provided at Kelley Elementary starting in school year 2014-2015; however, the district (as well as districts throughout the city) is experiencing difficulty in recruiting Bilingual and ESL certified teachers. The district needs to develop and implement a plan on how to recruit and retain certified Bilingual and ESL teachers, as well as provide general education teachers with the knowledge and tools needed to reach these students.</p> <p>Due to increased rigor, and the lower level of passing scores in special education, additional or supplemental professional development in differentiated instructional strategies must be designed and implemented for general education and special education teachers and interventionists. A specific professional development plan that includes input from the Special Education Coordinator, the Academics Director and principals should be developed and implemented to help general education, special education, and interventionist work together to improve academic achievement among special education students. This same type of professional development plan needs to be designed to help teachers meet the needs of dyslexic and 504 students.</p>
<p>Staff Development Needs Involvement of teachers in decisions regarding professional development</p>	<p>Teacher Walk Through and Evaluation Data District Staff Professional</p>	<p>The district needs to provide training on program evaluation for the Site Based Decisions Making team, as well as insuring that the Strategic Planning Team provides a high level of communication with the SBDMC.</p> <p>The district and principals need to work with teachers and campus SBDMC to establish the professional development needs for each campus. Student data, teacher evaluations, teacher efficacy, and district, campus and teacher goals should play an important role in identifying appropriate professional development requirements. The main focus of all staff development is to improve teacher</p>

<p>Title I</p> <p>Title II</p> <p>Title III (English Language Acquisition)</p> <p>Region 20 Workshops</p> <p>Teacher Evaluations Teacher Certification/High Needs/HQ</p> <p>Areas Identified by data disaggregation</p> <p>Special Program Needs: At-risk 504/Dyslexia Special Education ESL/Bilingual CPR & CPI SIOP/ELPS</p>	<p>Development Records</p> <p>Vertical and horizontal team planning</p> <p>Staff Meeting Minutes and Reports</p>	<p>understanding, utilization, and adjustment of instructional practices based on data analysis and teacher effectiveness. The goal of professional development is aimed at improving instruction for “all learners,” but especially for those students identified as at-risk, special education, bilingual, ESL, 504, homeless, migrants, and recent immigrants.</p> <p>The district has high teacher mobility with a turnover rate of 44.9 percent. More than 50 percent of teachers having five or less of teaching experience; and more than one fourth of our teachers are new to teaching. It is imperative that the district provide the new teachers with a mentor and the teachers and principals with the professional development needed to be effective and engaging. New teachers can bring new idea which can be very beneficial to our students; while they are being familiarized with SEE and its students’ needs; their opinions and ideas should be recognized; and when appropriate, utilized. Teachers and administration will be surveyed about their professional development needs; however, data will continue to be the main driver our professional development plan. The goal setting and professional development components of the TTESS program will enhance developing an individual professional development plan for each teacher.</p> <p>The District Professional development schedule addresses the specific identified needs. In additional al professional development should be embedded within the classroom. The priority needs for professional development in 2015-2016 include: mathematics, reading, writing, ESL, project based learning and new teacher support. Professional development also needs to include training on leaver codes, individual graduation plans, federal programs, accountability, parental involvement and adult education. Throughout the year, the effectiveness of our professional development plan needs to be evaluated so that adjustments can be made as student needs change. Lastly, The district cannot afford to overlook needed training for district leadership, administrative and support staff and the board of directors.</p> <p>The district is experiencing difficulty recruiting and retaining highly qualified teachers. Every campus has at least one teacher who does not meet the criteria for highly qualified. And every campus has experienced a teacher shortage in at least one core subject or testing grade.</p> <table border="1" data-bbox="1249 868 2150 1096"> <thead> <tr> <th>Campus</th> <th>Number of Teachers</th> <th>Percent Not Highly Qualified</th> </tr> </thead> <tbody> <tr> <td><i>Lee</i></td> <td>14</td> <td>7.14</td> </tr> <tr> <td><i>Saenz</i></td> <td>10</td> <td>20</td> </tr> <tr> <td><i>Kelley</i></td> <td>23</td> <td>30.43</td> </tr> <tr> <td><i>Burch</i></td> <td>12</td> <td>25</td> </tr> <tr> <td><i>Walker</i></td> <td>17</td> <td>17.65</td> </tr> </tbody> </table> <p>Major factors that play into the high teacher turnover and low recruitment rate are:</p> <ul style="list-style-type: none"> ■ Salaries – On average, salaries for new teachers are 43 percent lower than the state average ■ Inexperienced Principals - Three of our four principals have less than three years of experience as principal ■ Dwindling Enrollment - Downward enrollment trend ■ High Needs Schools – 93.6 percent of students are economically disadvantaged and 71.9 percent are at-risk <p>To mitigate these influences the district needs to utilize all of its resources including federal and state compensatory funds. For example: 1) Enhance recruitment of hard to staff core positions by providing a hard to staff incentive using federal funds. 2) Use Title I funds to advertise for highly qualified, core teachers. The district also needs to develop and implement an early, aggressive</p>	Campus	Number of Teachers	Percent Not Highly Qualified	<i>Lee</i>	14	7.14	<i>Saenz</i>	10	20	<i>Kelley</i>	23	30.43	<i>Burch</i>	12	25	<i>Walker</i>	17	17.65
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		recruitment plan that maximizes community resources such as local IHEs and ESC 20. To retain highly qualified, effective teachers the district needs to provide professional development that encourages the teacher to grown and stretch. In addition, the district will offer a retention incentive to be paid out at the beginning of the following school year (but within grant active period).
Additional Areas Planning Budgeting Enrollment Projections Facilities Curriculum Staffing Patterns School Organizations	Community demographics Staff retention and turnover data Safety & Fire Inspection Reports Maintenance records	<p>In order to provide the needed support in the areas of mathematics, reading, science, special education, and 504; SEE is in the process of contracting with math, science, reading, special education and 504 coaches to assist in developing a strong foundation in these critical areas. The district has a history of contracting with ESC 20 and other professional development providers who have a proven track record.</p> <p>Based on the 13 at-risk criteria, 85 percent of our student body has been identified as at-risk and would benefit from services provided by a school counselor. During the 2104 school year, the district employed two school counselors – one for secondary and one for elementary students. As the elementary counselor was serving almost 1,000 students; it was determined that the district needed to use grant funds to supplement her services by hiring a second elementary counselor. Today, the district has two elementary and one secondary counselor. The additional elementary counselor is funded out of Title I, Part A grant funds. At this junction, we need to now develop and implement a true Guidance and Counseling Program that is based on TEA guidelines. With approximately 79 percent of our students coming from low income homes; community resources need to be utilized to remove barriers (hunger, lack of clothing, housing, and transportation) to learning. Our counselors need to develop partnerships with local organizations and agencies to improve the socioeconomic well-being of our students and their families. To further enhance our guidance and counseling program and to enhance student access to community services; the district needs to work with local institutions of higher learning to recruit counseling and social work students who are completing their practicums. Lastly, the district needs to ensure that our counselors obtain the professional development needed to increase their efficacy.</p> <p>Health and fitness programs are also important to student achievement and success. The district offers physical education to all elementary students and a full UIL sanctioned athletics program. For several years, the district has attempted to establish a School Health Advisory Committee (SHAC) that is comprised of representatives from the athletic department, nursing department, child nutrition department and parents. There are some grants available to enhance school fitness and nutrition programs; but they all require an active SHAC. Kelley Elementary continues to need a playground.</p>
Satisfaction Surveys Staff surveys Parent surveys Student surveys Other surveys	Staff surveys Parent surveys Student surveys Other surveys	<p>It is imperative that the district and its campuses promote parental involvement and satisfaction to improve student achievement and increase and retain enrollment. Principals need to be educated on the benefits of a having an effective Parent Teacher Organization (PTO) on their campuses. They also need to make a concerted effort to develop a parental volunteer program and to increase parental involvement. When principals and teachers develop a strong relationship with their parents; parents are more likely to not only take a vested interest in their children’s education; but also in the success and effectiveness of their school.</p> <p>At the close of the 14-15 school year, the district contracted with an outside agency to conduct satisfaction surveys. Whereas most people were satisfied with the district; it was clear that parents and staff feel that there is a lack of communication. It is imperative that the district improve in this area. This process will allow the district to review its strengths and weaknesses and to make plans for improvement.</p>

Recommended Initiatives and Strategies

First and foremost, all initiatives and strategies will be aligned with the district strategic plan and will address at least one of the strategic focus areas. It has been recommended that SEE receive:

- PBIS/Classroom Management Training
- Data Analysis and STAAR Aligned Assessment Training
- Accountability/Data Validation Monitoring/Leaver Team Training
- Content, lesson plan, and TEKS analysis support
- Teacher Mentoring Program
- Response to Intervention (RtI)
- Supplemental Elementary Counseling Services
- Parental satisfaction survey's
- Increased parental involvement
- Classroom embedded professional development
- Teacher Support
- Hard to staff and retention incentives
- Aggressive, coordinated teacher recruitment plan
- Full-day Pre-Kindergarten Classes

Currently, all campuses are using benchmarks, AEIS and Classroom Based Assessments (CBA) data to identify student deficiency areas in order to help guide instruction. Tutoring and small group interventions needs to be conducted before, during, and after-school and in summer school to help meet the needs of all students with specific attention given to subpopulations: ESL/ELL, SPED, CTE, Economically Disadvantaged, African American and Hispanic and those who are at-risk of not graduating on time. In order to meet AYP, the district must improve student achievement in reading and mathematics across all tested grade levels and student subpopulations. To ensure that it meets AYP on graduation and dropout rates, the district, with the support of the PEIMS coordinator, must continue implemented standard operating policies and procedures for enrollment, withdrawals, and leaver tracking of students.

Strategic Focus Area: Food Services & Nutrition

Strategic Objective: Improve food service across the district
 Ensure USDA rules and regulations are followed and reports are submitted in a timely manner.

District Goals: *Increase student enrollment by a net 10% per campus for the next three years.
 By focusing on relationships, starting 2013-2014, the district will increase student engagement to 100%.*

Action Step	Person(s) Accountable	Key Contributors	Resources and Funding Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factor
1. Each campus will have a Food Service Supervisor	Child Nutrition Services Manager	District Compliance Officer Finance	240 Budget	All campuses at the beginning of the 2016-2017 school year will have supervisors	Standards are met for 2015-2016 No audit findings Compliance with rules and regulations Improved food quality	Preliminary steps made in 15-16 school year; in place by August 15, 2016 and on-going	School-wide Reform Strategies (2) Coordination & integration of federal, state and local services and programs (10)	Leadership Effectiveness (3) School Climate (6)
2. Create school lunch menus based on a student interest surveys and requirements set by USDA.	Child Nutrition Services Manager	Child Nutrition Services Supervisors and Staff	Ability to obtain a variety of foods 240 Budget Fresh Fruit Program DOD Food Program Farm to School Program	Surveys Menus	Improved quality, nutritional value, and variety of food Improved student and parent satisfaction rates on surveys Increased food choices	August 14, 2015 and on-going	Comprehensive Needs Assessment (1) Strategies to increase parental involvement (6) Coordination and integration of federal, state and local services and programs (10)	School Climate (6)

Action Step	Person(s) Accountable	Key Contributors	Resources and Funding Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factor
3. Provide a salad option	Child Nutrition Services Manager	Compliance Officer Child Nutrition Services Saff	USDA Guidelines 240 Funds Faculty and staff Students District Administration	Options re-instated Satisfaction surveys	Increased student, parent, and employee satisfaction	Completed by March 3, 2016 and on-going	Comprehensive Needs Assessment (1) Strategies to increase parental involvement (6) Coordination and integration of federal, state and local services and programs (10)	School Climate (6)
4. Update and refurbish school cafeterias at Kelley Elementary and Lee/Saenz	Systems and Facilities Director	District Compliance Officer Child Nutrition Services Manager Finance Director	TDA Project Approval 240 Budget	New facilities and equipment	Increased student, parent, and employee satisfaction	Start end of June 2016 and continue through the 16-17 school year	Comprehensive Needs Assessment (1) Strategies to increase parental involvement (6) Coordination and integration of federal, state and local services and programs (10)	School Climate (6)

Strategic Focus: School Activities

Strategic Objective: Increase employee and parent participation in school and district activities
 Increase student participation in extracurricular activities

District Goals: Increase student enrollment by a net 10% per campus for the next three years.
 By focusing on relationships, starting in 2013-2014, the district will increase student engagement to 100%.
 Beginning in 2013-2014, the district will build unity by effectively communicating and implementing clearly defined policies and procedures
 Beginning in 2013-2014, the district will hire and retain 100% highly qualified and effective personnel.

Action Step	Person(s) Accountable	Key Contributors	Resources and Funding Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
1. Publish and maintain Sports Events Schedule on the district website.	Athletic Director	Coaches Network Administrator	Athletic Activity Funds Local Funds	Printed Schedules Event participation count	Increase in attendance at sporting events by 25%	August 24, 2015 and on-going	Strategies to increase parental involvement (6)	Family & Community Involvement (5) School Climate (6)
2. Schedule Homecoming Week events and activities for students and faculty	Athletic Director	Principals Faculty and Staff	Athletic Activity Funds Local Funds Paper Transportation, if needed	Published event schedule Event participation count Meeting notes Sign-in sheets	Increase employee involvement by 50% Increased student and parent involvement by 75%	Beginning August 15, 2016 through Homecoming week	Strategies to increase parental involvement (6)	Family & Community Involvement (5) School Climate (6)
3. Plan and organize at least one Parent Involvement Event for the 2015-2016 school year	Community Outreach Finance Office Principals Students		Parent Activity Fund Local Funds Donations Facilities Communications	Meeting notes Sign-in sheets Invitations Parent Involvement Agenda	Increase participation by 50% Parent surveys	Completed by June 3, 2016	Strategies to increase parental involvement (6) Coordination and integration of federal, state, and local services and programs (10)	Family & Community Involvement (5) School Climate (6)

Action Step	Person(s) Accountable	Key Contributors	Resources and Funding Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
	Parents Faculty & Staff		Parental Involvement Funds (if appropriate)					
4. Establish a coordinated school health program via the School Health Action Committee (SHAC) and/or Wellness Committee that includes all stakeholders	Principals	Child Nutrition Services Nursing Athletics	Local Funds Donations	Plan published and implemented Meeting notes Activities scheduled Sign-in sheets Field Day Held	Reduction of absences due to illness	August 24, 2015 and on-going	School-wide Reform Strategies (2) Coordination and integration of federal, state, and local services and programs (10)	Family & Community Involvement (5) School Climate (6)
5. Recognition of student achievements and perfect attendance through Awards Ceremonies, incentives, etc. held every six weeks	Principals	Faculty & Staff	Local Funds Activity Funds Donations	Events held Incentives given Invitations Sign-in sheets	Increased student achievement Increased attendance	August 24, 2015 and on-going every six weeks	School-wide Reform Strategies (2) Strategies to increase parental involvement (6)	Family and Community Engagement (5) School Climate (6)
6. Encourage students to participate in school sponsored extra-curricular activities such as UIL sports and academic competition and provide them with the materials needed to be successful	Athletic Director UIL Coordinator Principals Faculty & Staff		Local Funds to purchase study materials, provide transportation, provide incentives activity/club sponsorship, etc. Activity Funds Donations	Students enrolled in and participate in activities. Faculty and staff serve as coaches or sponsors.	Increased student achievement Increased attendance Increased student engagement Increased teacher engagement	August 24, 2015 and on-going	School-wide Reform Strategies (2)	School Climate (6)

Strategic Focus: Character Education & Human Relations

Strategic Objective: Improve the culture and climate of the schools and district
 Attract, develop, retain and support caring, motivated, and highly engaged employees and students
 Promote a safe learning environment

*District Goals: Increase student enrollment by a net 10% per campus for the next three years.
 By focusing on relationships, starting in 2013-2014, the district will increase student engagement to 100%.
 Beginning in 2013-2014, the districts will hire and retain 100% highly qualified and effective personnel.*

Action Step	Person(s) Responsible	Key Contributors	Resources and Funds Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
1. Implement a "Core Value of the Month" program that is modeled by faculty and staff – Begin with "Respect"	Counselors	Principals Teachers Students	Title I Funds (\$5,500) Local Funds Paper Books, etc. Parental Support	Plan is developed, published and implemented Posters, worksheets, papers, activities, etc.	Fidelity of district-wide implementation Program outcomes (i.e., speaking a common language) Reduction in behavior referrals Employee satisfaction from survey results	August 24, 2015 and on-going	School-wide Reform Strategies (2) Strategies to attract highly qualified teachers (5) Coordination and integration of federal, state and local services and programs (10)	School Climate (6)
2. Improve how all employees relate to each other, parents and students by providing Professional Development aimed at customer service and conflict resolution	Human Resources Director	Superintendent's Cabinet Principals Faculty & Staff Students Parents	Local Funds Research based programs	Professional Development planned and implemented Meeting notes Sign-in sheets Employee satisfaction surveys	Qualifications and experience of employees Reduction in employee turnover rates Increased parent support and satisfaction	August 14, 2015 and on-going	School-wide Reform Strategies (2) High quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate	Leadership Effectiveness (3) Family/Community Engagement (5) School Climate (6)

Action Step	Person(s) Responsible	Key Contributors	Resources and Funds Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
		Counselors		Reduction in HR complaints	on surveys Exit survey responses		student services personnel, parents and other staff (4) Strategies to attract highly qualified teachers (5) Coordination and integration of federal, state and local services and programs (10)	
3. Provide training to employees and students to develop mentorship, and leadership capabilities.	Superintendent's Cabinet	Principals Counselors Faculty & Staff Students District Administration	Research based programs Title II Funds (\$7,000) SCE (\$5,000) Local Funds	Plan developed and implemented Meeting notes Sign-in sheets	Reduction in discipline referrals Improved student retention rates Reduction in parent complaints Improved teacher and staff retention rate	August 14, 2015 and on-going	Comprehensive Needs Assessment (1) High quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, student services personnel, parents and other staff (4) Strategies to attract highly qualified teachers (5) Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic	Academic Performance (1) Leadership Effectiveness (3) School Climate (6) Teacher Quality (7)

Action Step	Person(s) Responsible	Key Contributors	Resources and Funds Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
							achievement standards (9) Coordination and integration of federal, state and local services and programs (10)	
4. Promote a sense of district-wide community by holding events to recognize campus and district achievements (i.e. Hispanic Heritage Celebration, Black History Celebration, Field Days, district staff meetings)	Superintendent	District Community Outreach Specialist Principals	Local Funds Donations Personal Funds	Participation records Agendas/Programs Sign-in sheets	Increased employee retention Increased community participation	August 14, 2015 and on-going	School-wide Reform Strategies (2) Strategies to attract highly qualified teachers (5)	School Climate (6)
5. Participate in prevention of drug and alcohol abuse activities (i.e. Red Ribbon Week, etc.) and healthy lifestyle training	Principals	Counselors Child Nutrition Services Teachers Nursing Department	Title I (\$1,500) Local Funds Activity Funds Campus Activity Funds Local Funds Donations	Participation plans Meeting notes Sign-in sheets Signage Handouts List of activities	Increased student Attendance Increased student engagement and achievement Decrease in discipline referrals	August 14, 2015 and ongoing	School-wide Reform Strategies (2)	School Climate (6)
6. Provide and enhance effective school counseling services to students by continuing to use Title I funds to provide a second elementary counselor and by acquiring the tools and materials required to provide those services	Counselors	Superintendent Grants Administrator Principals	Title I Funds (\$31,766) State Comp Ed Funds (\$30,122) Local Funds Other Grant Funds	Counselor caseload Items purchased	Increased student achievement Increased student attendance Decrease in discipline referrals	August 14, 2015 and on-going	School-wide Reform Strategies (2) Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of	Academic Performance (1) School Climate (6)

Action Step	Person(s) Responsible	Key Contributors	Resources and Funds Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
							academic achievement standards (9) Coordination and integration of federal, state and local services and programs (10)	
7. Develop and implement a Guidance & Counseling Program that is based on TEA's guidelines and that is approved by the Board of Directors	Counselors	Superintendent Principals Grants Administrator	Local Funds Grant Funds, where appropriate Title I (\$35,666) SCE (\$34,976)	Published, approved, and implemented program	Increased student achievement Increased student attendance Increased college readiness skills Increased participation in AP and dual credit courses and in PSAT, ACT & SAT assessments Decrease in student discipline referrals Decrease in dropout rate	Begin by February 29, 2016 Board Approval by July 15, 2016 Implemented by August 25, 2016 Continued throughout the school year	School-wide reform strategies (2) Coordination and integration of federal, state and local services and programs (10)	Academic Performance (1) Family & Community Engagement (5) School Climate (6)
8. Develop partnerships with IHEs to allow counseling and social work students to complete their practicums and	Counselors	Superintendent Principals IHEs	IHE partnerships Time Local Funds	Partnerships developed Contracts implemented Counseling and social	Increase in counseling and outreach services to students	Beginning February 29, 2016 and on-going	School-wide Reform Strategies (2) Activities to ensure effective timely	Academic Performance (1) Family &

Action Step	Person(s) Responsible	Key Contributors	Resources and Funds Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
internships at SEE				work students working on campuses	Decrease in student discipline referrals Increase in attendance Increase in student achievement		assistance for students who experience difficulty in mastering the proficient or advanced levels of academic achievement standards (9) Coordination and integration of federal, state, and local services and programs (10)	Community Engagement (5) School Climate (6)
9. Develop partnerships with local organization and agencies to provide socio-economic services to our students and their families and document the use of those partnerships	Counselors	Principals Teachers Students Parents	Time Partnerships with local organizations and businesses	List of partnerships, contact information, and services provided Number of referrals to each organization/agency	Increased student achievement Increased student attendance Decrease in student discipline referrals	Beginning February 29, 2016 and ongoing	School-wide reform strategies (2) Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards (9) Coordination and integration of federal, state and local services and programs (10)	Academic Performance (1) Family & Community Engagement (5) School Climate (6)

Strategic Focus: Policies & Procedures

Strategic Objective: Establish, communicate, and implement clearly defined policies and procedures across the district
 Improve district’s communication with employees, students, parents and community
 Understand and comply with required federal, state, and local policies and procedures

District Goals: Increase student enrollment by a net 10% per campus for the next three years.
 By focusing on relationships, starting in 2013-2014, the district will increase student engagement to 100%.
 Beginning in 2013-2014, the district will build unity be effectively communicating and implementing clearly defined policies and procedures.
 Beginning in 2013-2014, the district will hire and retain 100% highly qualified and effective personnel.

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
1. The appropriate stakeholder committee will review the policies and procedures for the district and submit annual recommendations to the Board	Superintendent’s Cabinet	Board of Directors Superintendent District Administration Principals	Local Funds	Meeting notes Sign-in sheets Published Board Approved Policies on SEE’s website	onsistent implementation of district policies and procedures	No later than and May 30, 2016	Comprehensive Needs Assessment (1) School-wide Reform Strategies (2) Strategies to increase parental involvement (6) Coordination and integration of federal, state and local services and programs (10)	Leadership Effectiveness (3) Family & Community Engagement (5) School Climate (6)
2. Establish a communication plan to consistently educate the employees, students and parents of current policies and procedures.	Superintendent	Community Outreach Communications Strategic Plan Committee	Local Funds Community members Parents	Meeting notes Sign-in sheets Published plan	Fidelity of district-wide implementation Reduction in employee,	October 7 and on-going	Comprehensive Needs Assessment (1) School-wide Reform Strategies	Family & Community Engagement (5) School

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
		Principals Teachers	Region 20 Translators	Revised plan as needed Samples of communications pieces Information that is written in Spanish and English published and distributed Direct mail Call Alert	student, and parent concerns or complaints		(2) Strategies to increase parental involvement (6) Coordination and integration of federal, state and local services and programs (10)	Climate (6)
3. Publish Board approved standard salary schedule.	Human Resources Director	Board of Directors	Time Website	Salary schedule published on website	Increased teacher retention and recruitment	September 30, 2015 and on-going	School-wide reform strategies (2) Strategies to attract highly qualified teachers (5) Coordination and integration of federal, state and local services and programs (10)	School Climate (6) Teacher Quality (7)
4. Maintain internal hiring and placement processes and communicate those processes to department leaders and principals.	Human Resources Department	Departments Supervisors Principals	Local Funds	Internal hiring process published and distributed to appropriate people	Job descriptions and qualifications accurately match employee's duties Account codes match budget allocations	August 18, 2015 and on going	School-wide Reform Strategies (2) Strategies to attract highly qualified teachers (5)	Leadership Effectiveness (3) Teacher Quality (7)
5. Maintain a Crisis Management Team,	District Compliance Officer	Nursing Department	Local Funds	Regular and successful practice of crisis	Safe learning environment	September 15, 2015 and on-	School-wide Reform Strategies	School Climate (6)

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
update the Crisis Management Plan, and train faculty and staff on implementation procedures.		Crisis Management Team Principals Faculty & Staff		management drills (i.e., fire drills, lock-downs, etc.) Practice Logs	Increased drill rate	going	(2) High quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, student services personnel, parents and other staff (4)	
6. Provide training via online or in-person to assure ADA, OSHA, and OCR regulations are followed	Human Resources Department	District Compliance Officer Athletic Director	State and Local Funds	Agendas Sign-in Sheets	Reduction in negative findings Reduced employee accidents	August 18, 2015 and Quarterly	School-wide Reform Strategies (2) High quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, student services personnel, parents and other staff (4) Coordination and integration of federal, state and local services and programs (10)	School Climate (6)
7. Require all secondary students and staff to a wear district issued identification badge 100% of the time	Principals Supervisors	Faculty & Staff Students	State and Local Funds	Random checks reveal 100% compliance	Reduction in uninvited student guests Improved tracking of	August 24, 2015 and on-going	School-wide Reform Strategies (2)	School Climate (6)

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
					invited and uninvited visitors Increased student safety			
8. Develop and implement a professional development plan for district administration to ensure that district administrators, the finance & business office, grant office, and other related departments are informed and follow general accepted accounting practices and other federal, state, and local policies and procedures.	Superintendent's Cabinet	All department directors or managers	Title I (\$9,000) CTE funds (\$1,000) State and Local Funds	Registrations Sign-in sheets Certificates	No audit findings by local auditors, TEA or DOE	August 24, 2015 and ongoing	School-wide Reform Strategies (2)	School Climate (6)
9. Develop or obtain and implement professional development on effective program evaluation and then provide that professional development to district and campus leadership and to members of the SBDMC.	District Compliance Officer	Director of Academics Grants Administrator Principals SBDMC	State and Local Fund Title I (\$9,000)	Sign-in sheets Agendas Handouts	Effective implementation of district goals Increased completion of action steps listed in the DIP	Completed by March 31, 2016	School-wide Reform Strategies (2) High quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, student services	Leadership Effectiveness (3) Family & Community Engagement (5)

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
							personnel, parents, and other staff (4) Coordination and integration of federal, state and local services and programs (10)	
10. Evaluate completion of action steps and program effectiveness to meet the goals and objectives listed within the DIP	Superintendent's Cabinet	SBDMC Superintendent District Compliance Office School Board	Time Local Funds as Needed	Sign-in Sheets Handouts Reports	Increased utilization and effectiveness of the District Improvement Plan Increased student achievement Increased recruitment and retention of highly qualified faculty and staff	Beginning no later than March 31, 2016 DIP reviewed for effectiveness at least once a quarter between March 31 and August 21, 2016	School-wide Reform Strategies (2) Coordination and integration of federal, state and local services and programs (10)	Academic Performance (1) Leadership Effectiveness (3) Family & Community Engagement (5) School Climate (6) Teacher Quality (7)
11. Ensure that all written communications distributed to parents is published in English and Spanish	Principals	District Community Outreach	Local Funds Translators	Published items	Increased parental involvement	August 24, 2015 and ongoing	Strategies to increase parental involvement (6)	Family & Community Engagement (5)

Strategic Focus: Recruitment, Outreach & Communication

Strategic Objective: Increase and retain student enrollment across the district
 Improve district’s communication with employees, students, parents and community

District Goals: *Increase student enrollment by a net 10% per campus for the next three years.
 By focusing on relationships, starting in 2013-2014, the district will increase student engagement to 100%.
 Beginning in 2013-2014, the district will build unity be effectively communicating and implementing clearly defined policies and procedures.*

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
1. Develop and implement a yearly student recruitment and retention plan which includes detailed quarterly events and a corresponding budget	District Community Outreach	Finance Department Principals Faculty and Staff	Local Funds Donations	Published Plan and Budget Access to funds through JR3 Agenda/Program Sign-in Sheet Plan implemented	Increased effectiveness in district-wide planning and decision making More effective student recruitment Increase in student enrollment	February 7, 2016 and no later than August 15, 2016 for the 2015-2016 school year	Comprehensive Needs Assessment (1)	Family and Community Engagement (5)
2. Maintain a district advertising & marketing plan which includes a corresponding budget	District Community Outreach	Strategic Plan Committee Superintendent Finance Department	State and Local Funds Donations Consultants, if needed	Published and implemented advertising and marketing plan Budget Funds allocated to the plan Meeting notes Sign-in sheets	Increased student enrollment Increased community awareness	February 7, 2016 and no later than August 15, 2016 for the 2015-2016 school year	School-wide Reform Strategies (2) Strategies to increase parental involvement (6)	Family & Community Engagement (5) School Climate (6)
3. Create, publish and implement a communication plan to consistently educate employees, students, parents	District Community Outreach	Superintendent Superintendent’s Cabinet	Local Funds Donations	Sample communication pieces Published and	Improved student, parent, employee and community satisfaction	March 15, 2016 and on-going	School-wide Reform Strategies (2) Strategies to	Family & Community Engagement (5)

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
and the community of campus and district initiatives and accomplishments.		Communications Committee Principals Network Administrator	Website Consultants, if needed	implemented plan Meeting notes Sign-in sheets Budget	evidenced through surveys Fidelity of district-wide communication links		increase parental involvement (6)	School Climate (6)
4. Budget and/or raise funds to install signage for Burch, Kelley, and Walker campuses.	Superintendent's Cabinet	District Community Outreach Superintendent	Local Funds Donations	Signs installed	Increased recognition by community of school presence Enrollment reports	January 5, 2016 and on-going	School-Wide Reform Strategies (2) Strategies to increase parental involvement (6)	Family & Community Engagement (5) School Climate (6)
5. Hold monthly PTO meetings aimed at showcasing student achievements and performances	Principals	Counselors Faculty & Staff District Community Outreach Parents	PTO Activity Funds	Invitations Agendas Minutes Sign-in Sheets	Increased parental involvement	August 15, 2015 and on-going	Strategies to increase parental involvement (6)	Family & Community Engagement (5)
6. Meet federal requirements by holding public campus meetings to discuss Title I, parent compacts, and parental involvement plans	Principals	Faculty & Staff	Title I (\$1,650) State and Local Funds Donations	Invitations Agendas Meeting Notes Sign-in Sheets	Increased parental involvement Federal requirements met	Between August 25 and October 31, 2015	School-wide Reform Strategies (2) Strategies to increase parental involvement (6)	Family & Community Involvement (5)
7. Meet federal requirements by holding public campus meetings to evaluate special programs, preliminary testing results and programs designed to close the achievement gap among low income and student subpopulations.	Principals	Faculty & Staff	Title I (\$1,650) State and Local Funds	Invitations Agendas Meeting Notes Sign-in Sheets	Increased parental involvement Federal requirements met	Between May 15 and June 17, 2016	School-wide Reform Strategies (2) Strategies to increase parental involvement (6)	Family & Community Involvement (5)

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
8. Utilize the district website as a recruitment, retention, communication and compliance tool and ensure that website information is accurate and timely	District Compliance Officer	Network Administrator Principals Superintendent Director of Facilities and Systems Grants Administrators	Local Funds Written Procedures	Random check reveals that all information is accurate and timely Documentation of monthly review	Increased communication with parents and the community Increased utilization of the website Increased student recruitment Meet state and federal requirements	September 7, 2015 and ongoing	School-wide Reform Strategies (2) Strategies to increase parental involvement (6) Coordination and integration of federal, state and local services and programs (10)	Family & Community Engagement (5) School Climate (6)
9. Conduct parental satisfaction surveys each semester	Principals	Campus Leadership Superintendent	State and Local Funds	Survey results	Increased communication with parents and the community Increased parental satisfaction	October 6, 2015 and ongoing	Strategies to increase parental involvement (6)	Family & Community Engagement (5) School Climate (6)
10. Increase parent and community involvement by inviting parents and the community to school assemblies, social events, and celebrations	Principals	Parents Students PTO Members	Local Funds PTO Funds Campus Activity Funds Donations	Invitations Agendas Sign-in Sheets	Increased parent and community involvement	August 24, 2015 and on-going	Strategies to increase parental involvement (6)	Family & Community Engagement (5)
11. All campuses and Districts obtain an "Acceptable" or better rating on HB5 Community Engagement Rubric	Principals	Faculty and staff Students District Administration	Local Funds PTO Funds Campus Activity Funds Donations	Registrations Agendas Sign-in Sheets Backup Documentation	Increased parent and community involvement Compliance with TEA requirements	August 24, 2015 and on-going	Strategies to increase parental involvement (6)	Family & Community Engagement (5)

Strategic Focus: Academic & Community Resources

Strategic Objective: Improve student achievement at all levels in the core subjects of the state curriculum and student subgroups
 Increase student engagement in the learning process
 Ensure the progress of all students toward achieving Advanced Academic Performance
Closing Advanced Academic Performance level gaps among groups
Evaluate programs for effectiveness
 Access local talent and expertise to support district goals and objectives

*District Goals: Increase student enrollment by a net 10% per campus for the next three years.
 By focusing on relationships, starting in 2013-2014, the district will increase student engagement to 100%.*

Beginning in 2013-2014, the district will build unity by effectively communicating and implementing clearly defined policies and procedures.

Beginning in 2013-2014, the district will hire and retain 100% highly qualified and effective personnel.

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
1. Review and update the academic & curriculum plan for the district and make recommendations regarding internal and external resources to improve and/or provide programs to increase achievement in core subjects, technology implementation, dual credit, etc. for adoption and retention of support services, and for professional development and budgeting purposes	Superintendent's Cabinet	Grant Department Principals Special Education Department Technology Department	Local Funds Title I (\$79,694) Title II (\$3,750) Title III (\$6,108) SCE (\$21,500) IDEA-B Funds (\$64,924) Donations Research based programs	Publish and implement plans Meeting notes Sign-in sheets	Increased STAAR/EOC Assessment Scores Increased attendance rate Increased benchmark scores Increased graduation rates Increased TELPAS Scores Increased program participation rates	October 7, 2014 and on-going	School-wide Reform Strategies (2) Instruction by highly qualified professional teachers (3) High quality professional development for teachers, principals, and paraprofessionals, and if appropriate, student services personnel, parents and other staff (4) Coordination and integration of federal, state and local services and programs (10)	Academic Performance (1) Quality Data to Drive Instruction (2) Leadership Effectiveness (3) Family & Community Engagement (5) School Climate (6)

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
					<p>Increased support of improvement of learning outcomes</p> <p>Increase integrated use of technology</p>			Teacher Quality (7)
2. Provide district-wide training and implementation of the RtI and PBIS process and join the RtI Cooperative at ESC20	Superintendent & Academic Department	Principals Special Education Department	<p>Local Funds</p> <p>Title I Funds (\$7,800)</p> <p>IDEA-B Funds (\$1,000)</p> <p>Research based programs</p>	<p>Publish and implement plans</p> <p>Meeting notes</p> <p>Sign-in sheets</p>	<p>Reduction in students going Un-served</p> <p>Increase in appropriate student placement for support services</p> <p>Reduction in student discipline incidents</p> <p>Improved support for all learners</p>	August 24, 2015 and on-going	<p>School-wide Reform Strategies (2)</p> <p>Instruction by highly qualified professional teachers (3)</p> <p>High quality professional development for teachers, principals, and paraprofessionals, and if appropriate, student services personnel, parents and other staff (4)</p> <p>Strategies to attract highly qualified teachers (5)</p> <p>Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards (9)</p> <p>Coordination and integration of federal, state and local services and programs (10)</p>	<p>Academic Performance (1)</p> <p>School Climate (6)</p> <p>Teacher Quality (7)</p>

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
3. Continue increasing partnership opportunities with universities and community partners (i.e., 4-H, Girl Scouts, Boy Scouts, Marie Ferdinand Foundation, Tejano Music, Prairie View A&M) beginning Fall 2013-2014	Academic Department Principals Teachers Assistant Director of Operations & Communications Technology Department Counselors		Local Funds Donations	Publish and implement plan Meeting notes Sign-in sheets	Increased partnership rates Increased number and types of partnerships Types of talent and expertise provided Number of individuals who share their expertise (internal & external)	October 21, 2013 and on-going	1, 2, 6, 9, 10	
4. Develop and implement recruitment and retention plan of highly qualified and effective core content teachers and paraprofessionals	HR Department Academic Department Grant Department Principals Finance Department		Title I and Title II Funds Local Funds ESEA/NCLB requirements	100% of core teachers and paraprofessionals are reported as HQ on the yearly report	Increase in student engagement and achievement	September 9, 2013 and on-going	Instruction by highly qualified professional teachers (3) Strategies to attract highly qualified teachers (5)	Teacher Quality (7)
5. Revisit the mentorship program for new teachers and make adjustments as needed	Academic Department HR Department Principals		Title I & II Funds Local Funds Donations Community Participation	Meeting notes Sign-in sheets Each teacher with two years or less of experience is assigned a mentor	Increased student achievement and engagement Increased teacher retention	October 15, 2014 and on-going	High quality professional development for teachers, principals, and paraprofessionals, and if appropriate, student services personnel, parents and other staff (4) Strategies to attract highly qualified teachers (5)	Academic Performance (1) Teacher Quality (7)
6. Conduct formative and summative employee appraisals aimed at build personal and professional	Academic Department HR Department Principals		Title I & II Funds Local Funds Adopted district-	Formative and summative appraisals in 100% of employees' files	Increased student achievement and engagement	August 25, 2014 and on-going	Comprehensive Needs Assessment (1)	Academic Performance (1)

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
growth	All supervisors		wide appraisal system Established systematic program for teacher "walk through" procedures	Documentation of walk throughs	Increased teacher retention		School-wide Reform Strategies (2) Instruction by highly qualified professional teachers (3)	Teacher Quality (7)
7. Smooth student transition from Pre-K to Kinder, elementary to intermediate, intermediate to junior high, and junior high to high school by conducting age appropriate transition meetings, camps, bridge programs, etc.	Academic Department Grant Department Principals Faculty and Staff Parents		Title I & II Funds Local Funds Donations Curriculum Facilities	Invitations Agendas Events held Sign-in Sheets	Increased student achievement Increased student retention	April 7, 2013 August 1, 2014	2, 6, 7, 9, 10	
8. Recognize the contributions that parents and community partners make towards student achievement	Assistant Director of Operations & Communications Academic Director Principals		Local Funds Donations	Invitations Agendas Sign-in Sheets	Increased parent and community involvement	September 7, 2013 and ongoing	6	
9. Integrate technology within all facets of the curriculum and student instruction	Technology Director Academic Director Assistant Technology Director Principals Faculty		Local Funds Grant Funds	Lesson plans clearly indicating the integration of technology	Increased student engagement Increased student achievement	August 26, 2013 and on-going	2, 9, 10	
10. Create individual graduation plans in compliance with state and federal requirements that clearly indicate a planned and implemented career and postsecondary pathway for all secondary students	Counselor Principal CTE Coordinator		Local Funds Grant Funds	Every student has a written IGP in his/her file Documentation of student and counselor meeting	Increased college and career readiness Increased student achievement	August 26, 2013 and Completed by January 17, 2014	2, 9, 10	
11. Integrate long-term technology plan that	Technology Director		Local Funds Grant Funds	Written and implemented technology	Increased integration of	August 6, 2013 and on-going	2, 9, 10	

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
provides for the acquisition of upgraded software, hardware, and professional development within the district improvement plan	Academic Director Finance Department Grant Department Assistant Technology Director		Donations	plan	technology within student instruction Adequate technological infrastructure to meet the technology needs of the district, campuses, and students			
12. Promote college and career readiness from Pre-K through 12 th grade by holding "Career and College Days"	Counselors Principals Faculty Grant Department		Local Funds Grant Funds Donations Volunteers	Agendas Flyers Sign-in sheets	Increased college readiness Reduced dropouts Increased student engagement	September 7, 2013 and Ongoing	2, 9	
13. Provide all secondary students and their parents with postsecondary financial aid information and scholarship information via "Parent Nights," "College Nights" and one-on-one consultations	Counselor Principal Faculty and Staff		Local Funds Grant Funds Donations Volunteers Community Members	Invitations Agendas Sign-in sheets	Increased number and amount of scholarships received Increased number of students obtaining a postsecondary education Increased college readiness	September 7, 2013 and Ongoing	2, 9	
14. Increase involvement in neighborhood, city and county organizations and government and increase awareness of propositions that may affect our students or facilities	Superintendent Superintendent's Cabinet		Local Funds Time	Attendance	Improved knowledge of local government initiatives and projects	October 1, 2013	10	

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
15. Develop strategies to improve the "Needs Improvement" rating for Saenz, Hawkins & Lee by working with the TEA required PSP, completing required reports, and developing improvement plans for each campus.	Superintendent Director of Academics Principal Grants Manager		Local Funds Grant Funds as available and as appropriate	PSP activity reports Required reports submitted to TEA in a timely manner Improvement plans written and implemented	Improved rating Increased student achievement	August 27, 2013 and ongoing	1,2, 10	
16. Provide a quality education to Bilingual/ESL Students by providing professional development and guidance to teachers of LEP students; providing additional tutoring as needed to LEP students; and providing guidance to ESL teachers and campus & district administrators.	Academic Department Grant Department ESC 20		Title III Funds Local Funds Other Grant Funds	Sign-in sheets Meeting agendas Cooperative Agreement PD Certificates Contracts	Increase achievement of Bilingual/ESL students Increase ability to effectively administer and evaluate the Bilingual/ESL program	August 26, 2013 Ongoing	2, 4, 9, 10	
17. Obtain appropriate assessments for all student populations including ESL, special education, CTE, etc. to ensure that teachers and administrators can make data driven decision regarding instructional strategies and professional development	Academic Department		Local Funds	Assessments ordered and administered	Increase in student achievement Utilization of data	August 26, 2013 Ongoing	1, 2, 4, 8, 10	
18. To ensure teachers, counselors and teacher assistants continue to be highly qualified, use best practices, provide differentiated instruction, make data driven decisions and allow for career planning; develop and implement a professional	Academic Department Principals Teachers		Local Funds Grant Funds	Avenue that accepts teacher input developed and implemented Professional development plan developed and implemented	Increased student achievement Increased teacher retention	August 26 and ongoing	2, 3, 4, 8	

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factors
development plan that includes teacher input and increase student academic achievement.								
19. Develop and implement strategies (such as reading and math labs, tutoring, professional development) to increase student achievement at Saenz, Hawkins and Lee so that those campuses will no longer be rated as "Improvement Required."	Director of Academics Principal Faculty and Staff PSP Superintendent Grants Manager		Title I Funds Title II Funds Local Funds Other Grants	Strategies implemented Needed persons or contractors are utilized Sign in sheets, etc	Improved student achievement Improved student engagement Improved student attendance Improved school rating	August 27, 2013 and ongoing	2, 10	
20. Develop a prioritized list of tools and materials needed (including software such as STEMScopes, IStation, Lexia, etc. and hardware such as iPads, netbooks, surfaces, and laptops) to engage students and increase student achievement; update that list as required and keeping within budget constraints obtain needed items as early as possible.	Director of Academics Principals Teachers CICs		Local Funds Title I and III Funds CTE Funds Grants	List of supplies needed	Improved student achievement Increased student engagement	August 27, 2013 and ongoing	2, 10	
21. Use a Shared Services Arrangement with Region 20 to provide services to migrant students using Title I, Part C Migrant Education Funds	Director of Academics PEIMS Director Grants Manager		Title I, Part C Migrant Education Program	See addendum provided by Region 20	Improved student achievement of migrant students	August 27, 2013 and ongoing	9 & 10	

Strategic Focus: Academic & Community Resources Addendum for Migrant Students

Strategic Objective: Improve student achievement across all content areas and student subgroups
Increase student engagement in the learning process
Evaluate programs for effectiveness
Access local talent and expertise to support district goals and objectives

District Goals:
Increase student enrollment by a net 10% per campus for the next three years.
By focusing on relationships, starting in 2013-2014, the district will increase student engagement to 100%.
Beginning in 2013-2014, the district will build unity by effectively communicating and implementing clearly defined policies and procedures.
Beginning in 2013-2014, the district will hire and retain 100% highly qualified and effective personnel.

Pending 2015-2016 Information from ESC 20.

Strategic Focus: Facilities

Strategic Objectives: Improve facilities across the district

District Goals: Increase student enrollment by a net 10% per campus for the next three years.

Action Step	Person(s) Accountable	Key Contributors	Resources Needed	Evidence of Implementation	Measure of Impact	Start Date & Frequency or Completion Date	School-wide Component	Critical Success Factor
Create a yearly plan for facilities repair by campus (based on compliance priority) and establish a plan to communicate the needs to the employees and community by the start of the 2013-2014 school year	Superintendent Cabinet Board of Directors		Local Funds Donations Grants Consultants, as needed; i.e. architecture and structural engineer	Plan published and implemented Meeting notes Sign-in sheets	Reduction in parent and employee concerns or complaints Increased effectiveness in district-wide planning and decision making Reduction of student, faculty and staff accidents	October 14, 2013 and on-going	Strategies to attract highly qualified teachers (5) Coordination and integration of federal, state and local services and programs (10)	School Climate (6)
Evaluate the effectiveness of leased property and develop and implement a five year usage plan	Superintendent Superintendent's Cabinet Principals		Local Funds Donations Feasibility Study Risk Management Study Environmental Impact Study	Meeting notes Sign-in sheets Published plan	Increased student recruitment and retention Increased parental satisfaction More effective use of facilities and funds	January 15, 2015	School-wide reform (2) Strategies to increase parental involvement (6) Coordination and integration of federal, state and local services and programs (10)	School Climate (6)

3. Develop and implement a long-range plan for transportation upgrades including software, cameras, GPS, maintenance, and buses.	District Compliance Officer Transportation Manager Finance Department Technology Department		State and Local Funds Grant Funds	Purchase Logs Written Plans	Increased student and parent satisfaction Increased student achievement Fewer transportation emergencies	September 7, 2014 and on-going	Comprehensive Needs Assessment (1) School-wide Reform Strategies (2) Coordination and integration of federal, state and local services and programs (10)	School Climate (6)
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