

San Angelo Independent School District
District Improvement Plan

2010-2011

Accountability Rating: Acceptable



Mission Statement

The mission of San Angelo Independent School District is to provide each student with a meaningful, challenging education, delivered in a safe learning environment that prepares him or her to graduate from high school as a lifelong learner who is a capable, productive, and contributing citizen.

Vision

Reaching For Excellence

Comprehensive Needs Assessment

Demographics

Demographics Summary

San Angelo Independent School District (SAISD) serves an average of 14,492 students with diverse backgrounds that include 39% White students, 53% Hispanic students and 6% African American students. In the past few years, enrollment, to some extent, has dropped. The decrease in enrollment is attributed to a shift of students attending San Angelo's recently opened charter school. Another factor of the decrease is job lay-offs in the San Angelo area causing movement and transfers to smaller outlying areas. The information below is based on a conversation and data gathering session with Jerry Covey, SAISD Public Education Information Management System (PEIMS) Analyst.

<i>School Year</i>	<i>Total Enrollment</i>	<i>English As A Second Language</i>	<i>Bilingual</i>	<i>Gifted & Talented</i>	<i>At-Risk</i>	<i>Socio Economic Status</i>	<i>Male</i>	<i>Female</i>
2006-2007	14,872	181	596	633	6,208	53%	7,586	7,286
2007-2008	14,773	198	593	602	6,090	52%	7,537	7,236
2008-2009	14,993	191	575	553	5,960	52%	7,704	7,289
2009-2010	14,492	150	568	517	5,917	58%	7,445	7,047

Demographics for school programs are listed below:

<i>Program</i>	<i>White</i>	<i>Hispanic</i>	<i>African American</i>	<i>Other</i>	<i>Male</i>	<i>Female</i>
Special Education	620	887	35	12	1,096	517
Gifted & Talented	356	130	14	16	N/A	N/A
At-Risk	1,543	3,960	349	66	2,117	2,008
Bilingual/ESL					301	267

Demographics Strengths

Our school district offers programs a smaller, less established entity cannot. Programs include: dual credit courses, a wide variety of electives, Texas certified teachers, class-size reduction teachers, non-traditional non-discipline alternative campus, and a district-wide career training center. *1.2.1 & 1.3.6 (Funding sources include; Title I, Part A, Title II, Part A, General Funds, State Compensatory Education (SCE) Funds, and Student Success Initiative (SSI) Funds)*

SAISD facilities are much more inclusive and efficient for athletic events than facilities in other educational systems in our area. *1.3.12 (State Compensatory Education (SCE) Funds)*

During the past three years, SAISD has experienced a reduction in level 425 records. These are incidents that must be reported to the state of any disciplinary action that results in the removal of a student out of his or her regular academic program and placed in the Disciplinary Alternative Education Program (DAEP). This decrease is attributed to the long term In School Suspension (ISS) Program established at our secondary campuses. *5.23*

425 Record Data:

<i>School Year</i>	<i># of Incidents</i>	<i>White</i>	<i>Hispanic</i>	<i>African American</i>	<i>Other</i>
<i>2006-2007</i>	11,407	3,222	7,232	912	41
<i>2007-2008</i>	9,649	2,501	6,354	747	47
<i>2008-2009</i>	7,979	1,988	5,324	632	35

With the introduction of the Positive Interventions and Techniques (PIT) Crew, SAISD has reduced the number of students going to the DAEP. The PIT Crew is made up of itinerant teachers trained in positive behavior supports. They have assigned schools and are available to assist teachers and principals in designing positive plans to change student behavior, thus making them more successful in the classroom. Although the focus is on improving the behavior of elementary students, secondary schools also have access to this service. At the secondary level, emphasis is placed on changing the pattern of behaviors that cause a student to be sent to the DAEP. *1.3.8 & 5.2.3 (IDEA Stimulus Funds and SCE Funds)*

Incidents worked by the PIT Crew:

2006-2007	2007-2008	2008-2009
2532	2105	1714

Demographics Needs

Retain students in SAISD's attendance zone.

Close the gap of students over-represented in the Special Education male category, Gifted White category, and At-Risk Hispanic category. *1.3.2, 1.3.6, 1.4.2, & 1.4.9 (General Funds, SCE Funds, and Title II, Part A)*

Student Achievement

Student Achievement Summary

For the 2008-2009 school year, San Angelo Independent School District (SAISD) was rated Academically Acceptable. We have 17 elementary campuses, with 11 rated Exemplary and 6 rated Recognized. All 3 middle school campuses are rated Academically Acceptable. The SAISD Freshman Campus is rated Recognized and our 2 high schools are Academically Acceptable.

Continued and focused data analysis is a fundamental process of SAISD. We hope to implement Professional Learning Community (PLC) in the 2010-2011 school year at our secondary schools. We use Academic Excellence Indicator System (AEIS), Texas Assessment of Knowledge and Skills (TAKS) scores, and Performance Based Monitoring Analysis System (PBMAS) as a source of data to discern needs and strengths. SAISD high school math teachers, across the District, meet to align assessments once every six weeks. These assessments are another source of data. The high school math teachers have participated in training and brainstorming sessions with a consultant to formulate benchmarks that align with TAKS for their classes. These assessments raise student expectations and give a true picture of where individual students are excelling and where there is a need for specific instruction. *1.1.4, 1.1.6, 1.3.1, 1.4.3, 1.4.4, 1.6.21 (General Funds, SCE Funds, & Title I Stimulus Funds)*

The middle school principals and staff use TAKS, AEIS, and PBMAS scores, as well. The principals meet with their teaching staff, in teams, to review student progress and discuss areas of need by looking at teacher-designed and informal tests. Using similar benchmark tests, middle school math classes have raised expectations. Commons tests prepared by teachers of secondary students are used to measure progress. *1.1.5, 1.1.6, 1.3.1, 1.3.7, 1.4.3, & 1.4.4 (General Funds & SCE Funds)*

SAISD Migrant Staff reviewed the Texas Education Agency (TEA) Migrant Report for the State of Texas provided to the Education Service Center Region XV. The 13 required activities were reviewed and compared to district practices, according to Elizabeth Rangel, Migrant Clerk and Carmen Morales, Migrant Data Entry Clerk. *1.3.16 & 1.3.18 (Title I, Part C, Migrant Funds)*

SAISD provides educational rights and services for children and youth experiencing homelessness. Each campus has a liaison for the homeless that communicates with the district liaison, as stated by Eddie Heath, Director of Pupil Services. Mr. Heath is a member of Community Resource Coordination Group (CRCG) and on the Homeless Planning Commission coordinated by Bishop Michael Pfeiffer. *1.2.1 & 1.3.6 (General Funds, SSI Funds, SCE Funds, Title I, Part A Funds, & Title III Funds)*

SAISD has a terrific tutor program throughout the district. The campus administration has the discretion to utilize tutoring services on their campuses to be the most beneficial to their students. Many of our retired teachers serve as tutors. *1.2.1 & 1.3.6 (General Funds, SCE Funds, Title I Funds, & Title II, Part A Funds)*

SAISD staff instructional aides benefit academic achievement. Aides are highly qualified. *(Title I, Part A Funds & General Funds)*

Pregnancy Related Services (PRS) are provided on campus and in home to help with attendance, health services, academics, counseling, and how to obtain community support. *1.3.18, 1.3.19, & 1.3.20 (General Funds, and SCE Funds)*

Student Achievement Strengths

SAISD has written its own curriculum. Master teachers within the district have written curriculum in all core subject areas per Shelly Hullihen, Assistant Superintendent of Educational Support Services. The curriculum is updated annually with references to textbooks, assessments, and other resources. Sample lessons are included, as well as, TAKS related questions. By utilizing outside consultants, training is provided for curriculum writers. Trainings are conducted for campus staff on how to use the curriculum guides. The curriculum guides are electronically accessed through the district web-site. *1.4.1, 1.4.2, 1.4.3, 1.4.4, & 1.4.6 (General Funds & Title II Funds)*

- Sunguard Program is used as a data disaggregation tool. Teachers use Sunguard reports to determine academic weaknesses and academic strengths.
- High School Advanced Courses - SAISD offers 25 sections of 12 different advanced courses. The number of Advanced Placement exams taken by SAISD students was 400 in 2009, according to data gathered by Terrie Phillips, SAISD Advanced Academic Specialist. *1.4.12 (High School Allotment Funds)*
- High School Principals take their students to visit college campuses and also create a college going atmosphere on their campuses to promote future endeavors. *(High School Allotment Funds)* One of the district's high school campuses has doubled college application submissions due to student participation in College Campus visits. *(Title I Funds)*
- ACT Scores – SAISD average was 20.2 in 2007 and 20.7 in 2008.
- The “Giving Area Individual New Success” (GAINS) program has been implemented on our high school campuses to curb drop-out and completion rates. Due to this program and the work of the At-Risk Coordinators our drop out/completion rates were:
 - 07-08 - 2.6%
 - 06-07 - 4.7%

1.2.1 (General Funds, SCE Funds, SSI Funds, Title I, Part A Funds, & Title III Funds)

- Class-size reduction teachers are utilized to benefit students at-risk or in the low SES category. We have class-size reduction teachers at all levels of instruction. The subjects impacted are Math, Science, English/Language Arts, Social Studies, and Credit Recovery. *(Title II, Part A Funds)*
- DAEP – The number of students in the DAEP dropped dramatically for the 2007-2008 school year compared to 2006-2007. In 2006-2007, there were 11,407 students served in our DAEP and for the school year 2007-2008 there were 9,649 students served in our DAEP. *1.3.8, 1.3.9, 5.23 (SCE Funds)*
- Attendance Rate in 2006 -2007 was 93.2%. This increased in 2007-2008 to 96.4%. *1.2.1*
- Software Programs –The software programs used for credit recovery and acceleration in our middle and high School settings are A+LS and Ed. Ops. Credit recovery is a program designed to help students accelerate through a course to gain credit for graduation. *1.2.1 (SCE Funds)*
- Partnership continued with Howard College and the City of San Angelo to develop the West Texas Training Center. This provides state-of-the-art training in CTE courses for SAISD students. College and career readiness practices are emphasized at this campus. 368 students attend courses at this campus daily and all students have the opportunity to obtain dual credit or articulated credit for courses taken. *3.1.2 (General Funds, CTE Funds, & Title I, Part A Funds)*
- SAISD offers technical dual credit opportunities for Career and Technology Education (CATE) students. In the 2009-2010 school year, 478 students received technical dual credit in over 20 different classes. *3.1.3 & 1.4.20 (Carl Perkins Funds)*
- CTE students exceeded the 2009 PBMAS standard % or state TAKS passing rate in all areas by 21.3-29.9%. *1.4.20 (Carl Perkins Funds)*
- Commended TAKS Achievement Scores 2008-2009 -

- Reading/ELA 35%
- Math 31%
- Writing 38%
- Science 28%
- Social Studies 46%

Safety Programs - The Safe School Ambassadors Program was implemented in middle schools and on our freshman campus. The elementary schools have implemented “no bullying” programs provided by State Farm. *5.1.8 & 5.2.4*

According to Carmen Morales and Elizabeth Rangel, our migrant staff, of the 65 migrant students for the 2009-2010 school year, none have dropped out. The migrant staff members work closely with secondary school counselors to assist those who are at a high risk of dropping out. Close communication is maintained with parents and students by making home visits, calling parents regarding issues, visiting with students, and organizing information for Parent Advisory Committee (PAC) meetings. Our program operators also stay in touch with the 38 migrant youth, ages 0-21 that are not enrolled in school. *1.3.16 (Title I, Part C Funds)*

Each campus houses either an At-Risk Coordinator or School Service Worker to work as a liaison between home and school. These coordinators work on attendance, academics, parental involvement, and see to the needs of students.

Student Achievement Needs

SAISD – At-risk and Limited English Proficient (LEP) populations have made small increments of improvement, but their performance is still significantly below that of our students overall performance, especially in the areas of math and science. Strategies must be in place to track students and provide services above and beyond present levels of services provided to these diverse populations. *1.1.2, 1.2.1, 1.3.1, 1.3.2, & 1.3.15 (General Funds, SCE Funds, & Title III Funds)*

The needs of Limited English Proficient (LEP) students must be identified at the beginning of the school year. The needs of the Limited English Proficient (LEP) parents necessitate attention. Parent friendly communication needs to be addressed as being a standard. SAISD needs to bridge the gap between parents, teachers, and the campuses. *1.3.2, 1.3.13, & 3.1.4 (General Funds, Title I, Part A, Title III Funds)*

By the end of this school year, SAISD will be in the midst of researching best practices and reliable tracking procedures for implementation in the 2010-2011 school year. The objective is to ensure higher student achievement within our LEP student population as stated by Maria Gonzales, Coordinator of the Bilingual/English as A Second Language, Migrant and Title I Programs. *1.1.4, 1.3.4, & 1.3.15 (SCE Funds, SSI Funds, Title I, Part A Funds, & Title III Funds)*

Research indicates that Marzano strategies compare and contrast and analogies create strong ties to higher level learning. Marzano Strategies include activities that are student centered and interactive, as opposed to lecture style teaching and teacher centered instruction. The 2010-2011 staff development for teaching staff will emphasize the effective use of these strategies for all students. *1.1.2, 1.1.4, 1.3.2, 1.3.4, & 1.6.13 (High School Allotment, SCE Funds, SSI Funds, Title I, Part A Funds, Title II, Part A Funds)*

Staff development for all employees, including teachers, campus administration, and central office will be provided to help LEP students excel. These trainings include: English for Speakers of Other Languages (ESOL), English Language Proficiency Standards (ELPS), and Language Proficiency Assessment Committee (LPAC) sessions. *1.3.14, 1.3.15, & 1.3.17 (Title I, Part A Funds, Title II, Part A Funds, & Title III Funds)*

Opportunities will continue for students to gain credits through the use of credit recovery and/or acceleration on our alternative education campus. *1.2.1, 1.3.6 (SCE Funds)*

SAISD will partner with Angelo State University to increase dual credit options within the college campus environment. *1.4.13 (High School Allotment Funds, CATE Funds, & Carl Perkins Funds)*

The use of interactive teaching strategies such as: the use of manipulatives, small groups, thinking maps, rotations, tutoring, and many others will be increased in our secondary school classes, as these are proven techniques used to raise scores. *1.1.13, 1.4.12 (High School Allotment Funds & Carl Perkins Funds)*

SAISD has worked to increase the amount of emphasis on the teaching rigor in its middle schools. This will help high schools increase the passing rate on Advanced Placement exams per Terrie Phillips. Also, our district is partnering with the Princeton Review program on our high school campuses. *1.4.12 & 1.4.13 (High School Allotment Funds & Carl Perkins Funds)*

Due to low special education scores in math and science on our secondary campuses, additional professional development is needed for special education teachers, regular education teachers, and instructional specialists in the area of differentiated instructional strategies. *1.3.4, 1.3.6, 1.6.4, 1.6.7, 1.6.8, & 1.6.16 (CTE Funds, General Funds, IDEA Funds, SCE Funds, & Title II, Part A Funds)*

Special education students are asked to master grade level assessments. Training with students and special education teachers in best practices, differentiation strategies, and assessments is essential. *1.3.3, 1.3.4, & 1.4.9 (IDEA Funds, SCE Funds, SSI Funds, & Title I, Part A Funds)*

Dropout and completion rates must be continuously monitored and addressed. *6.2.1 (General Funds, High School Allotment Funds, OEYP Funds, Title I, Part A Funds, Title III Funds)*

Elementary educators need to be aware of the slowly increasing achievement gap of our LEP students. These students must be carefully assessed and the data disaggregated to inform staff of areas in need of strengthening. Strategies of visualization, graphic organizers, drawing pictures, and other forms of non-linguistic activities must be utilized for LEP students because they are scientifically researched and proven methods used in raising scores. *1.3.13 (General Funds, Title I, Part A Funds, Title III Funds)*

In the Migrant Program, our district needs to inform campus staff of services available for migrant students. This will be accomplished through e-mail, personal contact with counselors, and personal contact with school administrators in protocol meetings. *1.3.16 (Title I, Part A Funds & Title I-Part C, Funds)*

Evaluate and redesign SAISD's requirements and opportunities for students to participate in elective courses that contribute to college and career readiness. *1.4.12 & 1.4.13 (Carl Perkins Funds & High School Allotment)*

Continue to solicit designated state Career and Technology Education funding and other funding resources. *1.2.1*

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

SAISD has a reputation for hiring and retaining exceptionally talented and dedicated employees. The Human Resources Department and Campus Administrators conduct intensive screenings and interview processes to ensure that all new employees meet the high standards of our district and community. *1.7.9 (Title II, Part A Funds)*

Staff Ethnicity Report: *1.7.3*

Year	Native American	Asian or Pacific Islander	African American	Hispanic	White
2006 – 2007	2	3	38	279	1,118
2007 - 2008	1	4	35	279	1,132
2008 – 2009	2	3	34	292	1,137
2009 - 2010	3	3	39	297	1,178

The Human Resources Department implements new teacher training sessions three to four times a year for all first year teachers, as well as, teachers new to our district. Teachers new to our district are prepared for district expectations in the areas of curriculum and disciplinary procedures. *1.6.2, 1.6.3, & 1.7.8 (Title II Funds)*

The district provides an Aspiring Administrators Academy for assistant principals and teachers wishing to advance their careers and develop their talents as leaders. The focus is on the district’s academic initiatives and high level of student achievement. This initiative helps district employees prepare for future administrative openings, per Dr. Carol Ann Bonds, SAISD Superintendent. *1.7.4 (General Funds)*

SAISD should incorporate the introduction of Professional Learning Community (PLC) in the 2010-2011 school year. *1.1.4 (General Funds, High School Allotment, and Title II Funds)*

Average Classroom Size:

Grade Level	2007-2008	2008-2009
Elementary K-5	19	18.4
Secondary 6-12	21.2	20.2

Staff Quality, Recruitment, and Retention Strengths

Planning - Staff members are encouraged to collaborate and plan together. Most teachers meet once a week and several campuses have aligned planning periods so that teachers can meet several times a week. The teachers are encouraged to share best practices and concentrate on student success. The teachers are given planning time during staff development days in the month of August to plan together. Some campuses hire substitutes to work ½ day for several days during the year to allow teachers to plan across horizontal grade levels. Campus department heads meet several times each month to collaborate. *1.1.5, 1.1.6, 1.4.3, & 1.4.5 (Title I Funds)*

Every six weeks, Instructional Specialist's meet monthly for staff development, planning, and collaboration. The specialist work with teachers in the classrooms to promote best practices and help with the RTI process. *1.2.1 & 1.6.16 (General Funds, SSI Funds, and Title II, Part A Funds)*

Teacher Teaming – Teachers will meet daily with other teachers in the same grade level or subject area to discuss student issues and ways to work through problems. *1.4.3 & 1.4.5 (General Funds & Title II, Part A Funds)*

Recruiting/Hiring – Campus administrators along with our Human Resources personnel attend job fairs and recruit at universities with high percentages of graduates in our critical needs areas such as bilingual and science certifications. Our district has implemented an online application system to gain a larger pool of applicants per Eddie Salcido, Director of Human Resources. Every effort is made to hire Highly Qualified teachers and staff. *1.7.3, 1.7.4, & 1.7.9 (General Funds & Title II, Part A Funds)*

Professional Development - SAISD hosts a district-wide convocation each year. All employees of the district come together for a positive start to a new school year. On the afternoon of the convocation, the district partners with ESC Region XV and provides instructional professional development. A variety of professional development sessions are offered and designed to meet the needs of our district. The sessions correlate with district needs and requests from campuses. Instructional Specialists on each campus provide training throughout the year and provide feedback for SAISD staff. SAISD utilized High School Allotment funds for Advanced Placement and Pre-Advanced Placement teachers to attend staff development in their area of concentration. Dana Center training was received in 2009-2010 and training will continue in 2010-2011 school year. Primary grades including pre-kindergarten in the areas of Math, Reading, Science, and Best Practices. *1.6.1, 1.6.2, 1.6.3, 1.6.6, 1.6.13, 1.6.14, 1.6.15, & 1.6.17 (Idea Funds, SCE Funds, SSI Funds, Title I, Part A Funds, & Title II, Part A Funds)*

San Angelo Independent School District Alternative Education Program (DAEP) – The DAEP faculty consists of experienced employees to instruct and assist our secondary students with behavior issues. Staff meets daily to discuss academic needs, student issues, and academic progress. Professional development is offered to employees throughout the year. A security officer is on campus regularly.

Executive Directors of Schools - Each campus is assigned to an Executive Director of Schools. These Executive Directors meet monthly with principals to discuss TAKS data, student success, campus needs, strengths, and progress. Principals are informed of best practices during these protocol meetings and are also given pertinent information concerning the direction of our district. The Executive Directors conduct numerous walk-through observations to help principals with needs on their campuses and determine areas of growth, progress, and excellence, according to Gloria Baird and Steve Gill, Executive Directors of Schools. *1.1.7, 1.3.11, 1.6.7, 1.6.8, & 1.6.11 (Idea Funds, SCE Funds, SSI Funds, & Title I, Part A Funds)*

Teacher Benefits – SAISD provides training for teachers who wish to take the bilingual exam. Stipends are paid to Bilingual/ESL teachers and secondary science teachers. Teachers are allowed to attend school to attain further degrees and are encouraged to attend classes to earn master's degrees. Most SAISD administrators are “home grown”. *1.3.17, 1.6.10, 1.7.5 (General Funds, Title I, Part A Funds, Title II, Part A Funds, & Title III Funds)*

SAISD teachers have been trained in excellent classroom management techniques which are conducive to a safe and high level, academic learning environment. Trainings include: Mark McCloud, Time to Teach, and Safe School Ambassadors. 1.6.5, 5.2.1, & 5.2.2 (*General Funds*)

Many teachers have been trained on AP and pre-AP strategies, Thinking Maps, and Marzano strategies funded by money from Title II. (*High School Allotment Funds*)

CTE uses grant funding to provide industry standard and course/job specific training in order to have the best qualified staff. Teachers are encouraged and provided opportunities to have required training in order to stay current with industry based certifications. 1.6.7 & 1.6.8

In 2010-2011, we will use information from walk-through observations to evaluate culture and climate on campuses. SAISD's Central Administration Office conducts three walk-throughs in each classroom.

A new electronic substitute teacher assignment system is being installed to assist teachers in securing substitutes with ease and convenience. This program is being piloted in May of 2010.

School Safety – Middle schools and freshman campus have trained students to be ambassadors for safety and anti-bullying practices. The ambassadors are to be models and mentors for other students and help redirect inappropriate behavior by their actions. All schools conduct safety drills and procedures for students and staff. Elementary campuses use a no bullying program from State Farm and campus counselors hold sessions in classrooms for anti-bullying methods. All schools have automated check-in systems for visitors, surveillance cameras, and safety equipment according to SAISD Safety Officer, A. J. Turner. 1.6.18 & 1.6.19 (*General Funds*)

The District employs certified security officers for secondary campuses.

SAISD feels the district is advanced in staff training and staff implementation of state mandated programs such as:

- Texas Behavior Support Initiative (TBSI)
- Crisis Prevention Institute (CPI)
- Texas Assessment of Knowledge and Skills – Alternative (TAKS – ALT)
- Texas Proficiency Reading Initiative (TPRI)
- Response To Intervention (RTI)

Positive Intervention - At-Risk Coordinators service our secondary campuses and School Service Workers serve at the elementary schools. Service Workers are shared among the elementary campuses. Both positions are vital to our district for the support of student achievement and prevention strategies to promote attendance. 1.3.6 (*Title II, Part A Funds & SCE Funds*)

SAISD offers smaller neighborhood schools.

Transfer policy – SAISD allows parents the option to apply for a transfer to a school other than the attendance zone in which they reside.

Staff Quality, Recruitment, and Retention Needs

District Wide – There continues to be a gap in the performance of LEP students, special education students, and at-risk students. Principals continue to request additional staff in order to provide concentrated, small-group instruction to struggling students. There is a need for targeted professional development. This must be provided to assist teachers with implementing research-based effective strategies for addressing the needs of all student groups, but especially for special education, LEP, and at-risk students. Teachers need specific training in Marzano Strategies, math and science best practices, and acceleration and differentiated instruction for special education and at-risk students. Teachers have also expressed the need for extensive training in the new Reading adoption. *1.3.2, 1.3.7, 1.3.19 (General Funds & SCE Funds)*

Assessment Disaggregated Tools – With the implementation of a new TAKS data system, Sunguard, teachers will need training in this process.

Positive Behavior Supports – All instructional staff need additional training in strategies to improve behavior and motivate students. *1.3.9, 1.6.5, 1.6.11, 5.2.1, & 5.2.3 (General Funds, SCE Funds, & Title I Funds)*

Title I – Administrators, new to a campus that receives Title I funds, need additional training and leadership support. This training will be conducted through the ESC Region XV and Becky Trojcek, Executive Director of Federal Programs. *1.3.11 & 1.3.12 (SCE Funds)*

Provides training, mentoring, and guidance for professionals and paraprofessional employees to become Highly Qualified. *1.7.1, 1.7.2, 1.7.4, 1.7.7, & 1.7.9 (General Funds, Title I, Part A Funds, & Title II Funds)*

Limited English Proficient (LEP) – District-wide training is needed for the advancement of LEP students including incorporating a tracking system for follow-up on attendance, test scores, six weeks grades, tutorials, domestic issues, and behavior management. *1.3.13 & 1.3.17 (Title I, Part A Funds, Title II, Part A Funds, & Title III Funds)*

Instructional Personnel – We continue to have a need for additional certified teachers in Bilingual/ESL, and higher level science teachers. Highly qualified teachers are sought each year. *1.3.17 (Title I, Part A & Title II, Part A Funds)*

Special Education – Training is needed for administrators in the area of special education testing. Additional special education certified teachers are needed. Speech/Language Pathologists and Licensed Specialists in School Psychology are needed and are very difficult to recruit and retain. *1.6.4 & 1.6.7 (General Funds, IDEA Funds, & SCE Funds)*

Testing – SAISD is in need of additional testing coordinators other than the campus counselors according to Carol Asbill, Director of Assessment and Counselors.

Protocol meetings must include a discussion and update on the Campus Improvement Plan at least 4 times per year with the Executive Directors of Schools, Executive Director of Federal Programs, and campus administrators. *1.1.7*

In the next two years we plan to incorporate a staff survey to garner information concerning district climate, campus climate, and the needs of our staff.

Community Involvement

Community Involvement Summary

Our community members have opportunities to receive information and be involved in our district in a variety of ways, including: the District Site Based Decision Making Committee (DSBDMC), the district's participation in community organizations, our presence at community events, communication on local television and radio stations, and district and campus web-sites. *3.16, 3.17, 3.18, & 3.19 (General Funds)*

Another area of community involvement is the SAISD connection with private school entities. The district maintains a positive relationship with the private schools in the San Angelo area. Two private non-profit schools, Angelo Catholic and Trinity Lutheran School, chose to participate in Federal Program services with SAISD. Federal funds are used at the private non-profit campuses for staff development, tutoring, supplies, and equipment needs. Both campus administrators stress the importance of the additional funds in order to provide the services mentioned to fulfill teacher and academic needs. Our district meets with the campuses two times a year to review programs and discuss campus needs. *1.3.12 (Title I, Part A & Title II, Part A)*

SAISD provides a teacher at the local Juvenile Justice Center (JJC) and also at River Crest Hospital. The Juvenile Justice Center (JJC) provides services to troubled students from our district and from districts in the San Angelo area. River Crest Hospital provides crisis treatment services in a short term residential setting. Students from our community are served at River Crest in addition to students from other parts of the state. Our organization strives to maintain a positive and cooperative working relationship with these entities. *(SCE Funds)*

According to Dean Miazga in the College of Education, SAISD partners with Angelo State University to bring pre-student teaching education majors into SAISD classrooms.

According to Jamie Highsmith, administrators serve on community based committees, such as: the San Angelo Chamber of Commerce, PK-16 Education Committee and the Big Brothers Big Sisters organization. Some other areas of involvement with business and community entities include:

- Keep San Angelo Beautiful
- Cultural Affairs Council
- Convention and Visitors Bureau
- Summer Arts Conservatory
- Leadership San Angelo
- United Way
- San Angelo Symphony
- Rotary Club
- San Angelo Schools Foundation
- CREO – Community Reinvesting in Educational Opportunities Mentor Program
- Sonrisas Therapeutic Riding for Special Needs
- ADAC – Alcohol and Drug Abuse Council of the Concho Valley

- CARES – Community Act in Resources for Improvement and Success
- WTTC – West Texas Training Center Board
- Mental Health Mental Retardation (MHMR) of the Concho Valley
- San Angelo Kiwanis Clubs
- CRCG – Community Resource Coordination Group

SAISD works with the Children’s Advocacy Center to offer support to families in need of assistance with parenting, life skills, and financial issues.

Our district supports activities conducted by the YMCA, Boys and Girls Clubs, and children’s organizations. Several churches adopt our schools providing support in the areas of student mentoring and tutoring, teacher recognition, and PTO involvement.

The Career and Technology Education (CTE) department has representation on the San Angelo P-16 Council and the Concho Valley Workforce Development Board. This provides coordination within the entities to help prepare our students for college and career readiness and assist to meet the needs in our local and state workforce.

Community Involvement Strengths

Information included in the Family and Community Involvement Strengths section.

Community Involvement Needs

We have a need for business and community entities to be further represented and active on our District and Campus Site Base Teams as noted by Becky Trojcek.
3.15 & 3.16 (Title I, Part A Funds)

Family and Community Involvement

Family and Community Involvement Summary

There are many forms of parent involvement within SAISD. The district has some very active parent groups including booster clubs, PTA/PTO, site-based teams and advisory council for volunteers in public schools (VIPS).

VIPS – According to Jamie Highsmith, Coordinator of Parental Involvement and Professional Development, volunteers at the elementary level logged 12,182 hours and at the secondary level they logged . There was a total of 3,289 volunteers in our district for the 09-10 school year.

During the 2008-2009 school year, SAISD parents attended the Statewide NCLB Parental Involvement Conference held in Galveston, Texas and again in 2009-2010 in Houston, Texas. Each Title I campus had the opportunity to select parents to represent their campus. The conference focused on parenting skills and academics for their children. This conference was especially enlightening to the parents of students in low socioeconomic families because of the emphasis of the importance of education and open communication with their child's school. The parents met after the 2009-2010 conference and shared their experiences. They also put together a notebook of ideas from sessions at the conference to share with others. (*Title I Funds*)

Family and Community Involvement Strengths

SAISD has a strong partnership with the Parent Teacher Association (PTA)/Parent Teacher Organization (PTO) on each campus.

The San Angelo Independent School District and campus web sites provide up to date and informative information to parents and the community. Information includes ongoing activities throughout the district, at the campuses, and in the classrooms.

Grade Speed – This resource provided parents with web-based access to their students' grades and in some cases, upcoming assignments. This presents a starting point for parents to consult with their child (children) and/or teachers.

Meal Pay Plus is a web-based program allowing parents to view information pertaining to their child's meal status such as: account balance, food items selected, and the ability to add money to their accounts.

Staff members collaborate, partner, and communicate with parents through phone calls, conferences, e-mail, and informative meetings in a language understood. 3.14 & 3.15 (Title I, Part A Funds & Title III Funds)

At-Risk Coordinators and School Service Workers make many home visits and work as liaisons between home and school. 1.3.11 & 3.15 (*SCE Funds*)

Every independent school system is required by law to have a School District Health Advisory Council (SHAC); of which the majority of members must be parents who are not employed by the school district. Title 2, Chapter 28, Section 28.004 of the Texas Education Code at <http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm> details the specifics of this mandate.

The mission of SAISD SHAC is to advise and advocate to the SAISD School Board of Trustees and Administration that our children are provided with accurate, relevant, and age appropriate educational programs that will motivate them to live healthy, happy, and productive lives.

Tiny Texan Daycare is available to students that are parents and are enrolled in San Angelo Independent School District for childcare during the school day. 1.2.2 (Life Skills Grant Funds & General Funds)

Family and Community Involvement Needs

Our goal is to increase parent involvement for the 2010-2011 school year in the area of campus activities and participation on our Site Based Decision Making (SBDM) teams for the district and campus levels. 1.7.8, 3.1.1, 3.1.2, 3.1.5, 3.1.6, & 3.1.7 (CTE Funds, Title I, Part A Funds)

Providing volunteers additional training on campus procedures in our schools would benefit our programs.

In 2010-2011, a survey will be distributed to parents at the Annual Open House event and then again mid-year at each campus. The survey will help the district determine the needs and strengths of the district and gauge the climate and culture of our campuses. 3.1.7

Programs

Programs Summary

SAISD offers a wide variety of programs available to students and staff. Our focus on continuous improvement and the desire to offer as many options and opportunities as possible to be successful, is our goal.

- We have reestablished the Preparing Area Youth for Success (PAYS) campus – an alternative academic school to provide students another approach to receiving a high school diploma.
- Career and Technology Education courses support a wide variety of student interests and industry demands.
- Elementary counselors hold student leadership training days, as well as, anti-bullying and harassment programs. 1.6.19
- The District held a successful Bond Election to improve facilities throughout our District. 4.1
- SAISD operates a day care for SAISD teen parents. This was implemented to help keep students in school to complete their education. 1.2.2
- Training provided on performance based budgeting, NCLB updates, technical assistance and guidance of Title I funds. 2.1, 2.2, & 2.4
- Staffing formula's utilized to promote equity. 2.3

Programs Strengths

- PAYS –Preparing Area Youth for Success (*SCE Funds*)
- New Teacher Academies
- RCY – Right Choices for Youth 5.2.1
- Aspiring Administrators Academy
- Technology Proficiency Plans 4.5
- District Emergency Response Team 1.6.18 (General Funds)
- Student and Staff Recognition at Board Meetings
- Professional Development 1.6.1
- Safe School Ambassadors Program 5.2.2
- Fall District Convocation
- Protocols with Principals 1.1.7
- CATCH with Shannon Health and Wellness Program
- Night School
- New construction and upgrades to campus facilities 4.1 & 4.4
- Partnership with the YMCA to provide after-school care for children
- Dad's Make a Difference
- SAISD offers Dual Credit courses through Howard College in the areas of: English III, English IV, U.S. History, Government, Economics, Biology,

Anatomy/Physiology, and Environmental Science

- Preventative maintenance schedule 4.2, 4.3, & 4.4
- Safety priority requirements reviewed along with District Emergency Operations Plan 5.11, 5.12, & 5.13
- Campus Safety 5.1.4, 5.1.5, 5.1.6, 5.1.7, 5.1.8, 5.1.9, 5.1.10, 5.1.11, & 5.1.12 (General Funds)

Programs Needs

- Professional Learning Community (PLC) training for principals and staff 1.1.4 (High School Allotment & Title II, Part A Funds)
- Review of Response To Intervention (RTI) process and follow-up from elementary to secondary level 1.2.1
- New TAKS Data Management System – Sunguard
- Review of present programs & their effectiveness 1.5.1, 1.5.2, & 1.5.3

Technology

Technology Summary

The Technology department provides technical support, training, and technology resources to the school district under the supervision of Charlyn Doyle, Director of Technology.

Technology Strengths

- SAISD has done significant network upgrades at 17 campuses via ERate and local funding.
- SAISD has upgraded 19 campus/department telephone and/or intercom systems from 2007-2009. 1.6.11 & 4.5 (Title II, Part D Funds)
- SAISD has a web template program for the campuses and departments to use to create and maintain their websites.
- SAISD has an electronic professional development system for maintaining district staff development records, as well as, provide online training resources.
- Central and Lake View High Schools have mass calling systems for announcements and notifying parents that their child was absent.
- Parents of SAISD students can access their child's grades and attendance information on the internet by using the GradeSpeed system.
- SAISD is currently implementing a construction bond, which will upgrade and expand the amount of data and electrical capacity at 11 campuses.
- Computer labs and computers on wheels (COWs) are located throughout the district.
- SAISD has spent about \$5 million, from WADA funds, to upgrade technology across the district.

Technology Needs

- Upgrade the network connectivity to the sites that are currently connected to the wireless tower at Central High School. The campus needs their equipment upgraded, or needs to be moved to the leased fiber WAN network via Suddenlink.
- Update of older technology equipment across the district, especially items located in the computer labs, Carts on Wheels (COWs), and classrooms.
- Provide students training and instruction so that they can pass the 8th Grade Technology Assessment and have the skills to be competitive as they go onto higher education and/or into the work force. 1.4.11
- Continue to provide technology training to staff and enhance staffs' technology literacy and job-related skill set. 1.6.12 (General Funds, Title I, Part A, and Title II, Part A)
- Replacement of the AEIS-IT software program (current program will be retired this summer) for PGP's (Personal Graduation Plans), Benchmark Testing (via Scranton sheets & scanning them into the system), TAKS Data Query and Reports by both Admin staff and Teachers, and Teacher accountability reporting (by principals and Administration).
- Upgrade of the SunGard student and financial information systems.
- Continue to improve campus and district communication and communications with the community (ex: mass calling system, website updates, phone system upgrades, email system upgrades, portal system upgrades, etc.).
- Continue to increase technology integration into the curriculum across the grade levels and subject areas in order to meet TEKS requirements. 1.4.11 & 1.6.12

- Upgrade network equipment and wireless overlay at each of the campuses to meet the campus needs and support the amount of technology that is currently on each campus as well as allow for future growth.
- Continue to automate processes and resources to make resources available online and easily accessible by the end users.
- Implementation of student email to meet TEKS requirements.
- Continue to meet online testing requirements as the list of online testing grows and requirements increase.

Comprehensive Needs Assessment Data Documentation

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

- District goals
- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- PBMAS data
- Campus and/or district planning and decision making committee meeting discussions
- Benchmark assessments results
- Number of students assigned to special programs and their academic achievement
- Drop-out rates
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- District committee meeting discussions
- Student failure and/or retention rates
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Study of best practices
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Texas English Language Proficiency Assessment System (TELPAS) results
- End-of-Course results
- Advanced Placement (AP) and/or International Baccalaureate (IB) test results
- SAT and/or ACT test results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility

- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, discipline, attendance and mobility
- College Readiness Data
- Class size
- Campus committee meeting discussions
- Other additional data
- NCLB Report Card data

Goals

Goal 1: Provide student achievement at the highest levels.

Performance Objective 1: By 2012-2013, All SAISD campuses will meet the criteria to be within the top 5 secondary and top 10 elementary peer groups in each subject area according to Just for the Kids organization, will meet the Gold Performance Standards according to the Texas Education Agency, and the achievement gap among the sub population groups will be continually reduced on the TAKS AND TAKS I assessments.

Summative Evaluation: Increase the number of Exemplary campuses from the previous school year, in San Angelo Independent School District.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
1.1.1 Continue teacher training on Margaret Kilgo strategies for teachers new to the district	Assistant Superintendent of Educational Support Services, Executive Directors of Schools, and Principals	Title I, Part A	Staff development rosters				
1.1.2 Teachers use Margaret Kilgo instructional strategies and data, along with Marzano's Mastery Learning Strategies	Walk through Team and principals	General Funds	Lesson plans, walk through logs, PDAS, improved TAKS scores				
1.1.3 Facilitate study sessions and materials to provide assistance to campus administrators and teachers in Kilgo strategy implementation	Executive Directors of Schools	General Funds	Meeting notes and agendas'; sign in sheets'; copies of materials used, Protocol Agendas				
1.1.4 Provide training on how the district curriculum can be taught through "best practices" by publishing examples of expectations * Marzano * Just 4 Kids, Best Practices * Professional Learning Communities (PLC's)	Assistant Superintendent of Educational Support Services and Executive Directors of Schools	Title I, Part A	Improved TAKS scores'; publication of best practices on Harvest Portal; sign in sheets' for training sessions, and Protocol Agendas				
1.1.5 Require teacher-made test items to be tied and coded to TEKS with some questions in TAKS format and assessments aligned to written curriculum	Principals and Executive Directors of Schools	General Funds	Analysis of teacher made tests results in improved TAKS scores, Principals checking teacher-made tests				
1.1.6 Common tests will be administered every 6 weeks in secondary to measure the TEKS taught during that time frame	Principals and Executive Directors of Schools	General Funds	Common tests developed, administered, and scored at the appropriate time for the appropriate level				
1.1.7 Meet each six weeks with each campus principal for Protocols to review: * AEIS and local data * Campus Improvement Plan * Curriculum alignment (Marzano, Kilgo, Thinking Maps etc.) * Tracking ESL/Bilingual students * Benchmarks	Executive Director of Federal Programs, Executive Directors of Schools, and Campus Principals	General Funds	Increased TAKS scores; campus success in meeting campus-targeted goals and objectives, ESL/Bilingual scores checked on tracking form				



= Discontinue



= No Progress



= Some Progress



= Considerable



= Accomplished

Performance Objective 2: By 2010-2011, the drop out rate for all subgroups will be 0.2 percent or lower for middle school and a 95 percent completion rate or higher for high school (i.e. when a student enters ninth grade and then graduates in four years).

Summative Evaluation: The AEIS report will indicate an annual decrease in the district’s middle school (grades 7 and 8 only) drop out rate and an increase in the completion rate (grades 9-12).

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
1.2.1 Analyze the promotion/retention practices and truancy and dropout rates in schools so that action can be taken to remediate inequities using the following programs: * Class size reduction teachers * Bilingual * ESL * Migrant * Early Reading Intervention * SSI activities * Personal Graduation Plans * Gifted and Talented * School With-in a School * Credit Recovery Programs * Homebound * Optional Extended Day/Extended Year * Career and Technology Education * Substance Abuse Prevention Programs * Co- and extra-curricular activities * Special Education Programs * Summer School and supplies * Clothing, supplies, general needs for At-Risk * Tutors * GAINS * Homeless support * RTI Process * High School Allotment	Assistant Superintendent of Educational Support Services, Assistant Superintendent of Human Resources/Staff Development, Executive Director of Federal Programs, Executive Directors of Schools, Director of Assessment and Counselors, Director of Special Education, Director of CTE, Coordinator of CTE, Director of Human Resources, Executive Director of Athletics, At risk Coordinators, School Service Workers, Counselors, Principals, SCE contact person, RTI Team, Drop-out Prevention Officer and Instructional Specialist	State Comp Ed	Retention rates are less than 1% by grade level and drop out rates are less than 2% in all sub-populations; AEIS Report; Leaver Report; GED pass/fail rate; program evaluations, TPRI scores, and TAKS scores				
1.2.2 Continue the Tiny Texan Day Care for students that are parents.	Director of Career and Technology Education and Coordinator of Career and Technology Education	Life Skills Grant	Life Skills grant annual report				

Performance Objective 3: By 2014-2015, all of the gender, ethnicity, socio-economic, and language gaps in the special population program placements will be eliminated.

Summative Evaluation: The AEIS Report will indicate sub-population gaps are narrowed.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
1.3.1 Provide district support for assessment, administration, development, and data disaggregation to monitor all students, including special population student progress and involvement, in both Title I and Non-Title schools	Director of Assessment and Counselors, Counselors, Director of Special Education, and Classroom Teachers	Title I, Part A	Disaggregated data reports; student participation rosters; reports from Sunguard and AEIS report.				
1.3.2 Analyze needs assessment for gaps and inequities in instruction for special populations and sub-populations	Executive Director of Schools, Principals, and Teachers	General Funds	Protocol agendas, campus visits, principal's documents of campus TAKS scores disaggregation, staff development needs, and comprehensive needs assessment				
1.3.3 Increase the number of students with disabilities who take regular TAKS and meet the passing standard	Director of Special Education, Principals, and Teachers	IDEA B	Data collection from the AEIS Report				
1.3.4 Reduce the gap in scores between performance of special and regular education students; including underserved populations such as ESL/Bilingual	Director of Special Education, Principals, and Teachers	IDEA B	Aligned TAKS scores among sub-populations as evidenced from AEIS Reports compared from year to year and comprehensive needs assessment				
1.3.5 Increase the number of underrepresented students in the Gifted and Talented program, AP/Pre-AP Programs	Advanced Academic Specialist, Principals, Counselors, and Teachers	Gifted and Talented Funds	PEIMS Report designating subpopulations in the Gifted and Talented program				

1.3.6 Provide staff development for all staff in the area of working with students who are two or more instructional levels behind (at-risk students)	Assistant Superintendent of Educational Support Services and Coordinator of Public Information	State Comp Ed	Fewer at-risk students, TAKS scores meeting district/campus goals				
1.3.7 Offer reading classes to all seventh graders to improve, enrich, and strengthen reading literacy and comprehension	Assistant Superintendent of Educational Support Services and Campus Principals	General Funds	Fewer at-risk students and higher reading literacy				
1.3.8 Provide early intervention strategies through counseling and behavior modification sessions to reduce placement assignments in DAEP setting	Carver Principal, Executive Directors of Schools, Counselor, and School Service Worker	State Comp Ed	Carver program annual evaluation				
1.3.9 Students attending a DAEP setting will receive behavior modification classes and instruction at least 2 hours weekly	Carver Principal, Executive Director of Schools, Counselor, and School Service Worker	State Comp Ed	Carver program annual evaluation				
1.3.10 Evaluate all students and determine which accelerated program(s) will meet the needs of the students in all subpopulation groups * A+LS (Title I) * Summer school * Credit Recovery Program * PAYS * Tutoring	Principals, Director of Special Education, Executive Director of Federal Programs, and Executive Directors of Schools	State Comp Ed	TAKS scores for all students showing mastery level				
1.3.11 Provide additional support for schools through: School service workers, At Risk coordinators, Counselors, Teachers, Instructional Specialists, Reading Aides, Clerical Aides, and Tutors	Executive Director of Federal Programs	State Comp Ed	Compare At Risk students' TAKS scores and/or attendance rates from year to year				
1.3.12 Provide Title I, Part A services to the campuses that have 40% or more of the students on free or reduced lunches. FTE's will be funded by State Compensatory Education (SCE) to enhance the overall instructional program to meet the required state student assessment standards: * Lake View High School * Central Freshman Campus * Glenn Middle School * Lee Middle School * Lincoln Middle School * Alta Loma Elementary * Austin Elementary * Belaire Elementary * Bradford Elementary * Crockett Elementary * Fannin Elementary * Ft. Concho Elementary * Glenmore Elementary * Goliad Elementary * Holiman Elementary * McGill Elementary * Reagan Elementary * San Jacinto Elementary * Private Nonprofit Entities	Executive Director of Federal Programs and Specialist to Title I/ Migrant/ Bilingual/ESL	Title I, Part A	Compare TAKS scores from year to year to determine increased student success and measure progress				

<p>1.3.13 Provide the following Bilingual Education/ESL strategies for secondary and elementary teachers to insure that all LEP students, from Pre-K-12, master the district standards: * Differentiate and Modify instruction * Appropriate pacing of curriculum content * Provide materials appropriate to the level of English proficieny * Provide a wide variety of curriculum materials, manipulatives, and technology for the beginner, intermediate, and advanced English proficiency levels * Use tracking system for each ELL student * Provide Bilingual/ESL Tutors for each campus in need</p>	<p>Executive Director of Federal Programs, Principals, and Executive Directors of Schools</p>	<p>Bilingual Funds</p>	<p>Increase student success as measured by portfolios, diagnostic, and alternative assessments, PreLAS and LAS tests, TPRI, and Tejas Lee by 2% each year. Report from principals to Executive Director of Schools in protocols for ESL/Bilingual population</p>				
<p>1.3.14 Provide consultants to work with Bilingual and ESL staff to implement effective teaching strategies * Balanced literacy * Margaret Kilgo strategies * ELPS training * LPAC * SIOP training</p>	<p>Specialist for Title I/Migrant/Bilingual/ESL and Principals</p>	<p>Bilingual Funds</p>	<p>Increase student success as measured by portfolios, diagnostic and alternative assessments, PreLAS and LAS tests, TPRI, and Tejas LEE by 2% each year</p>				
<p>1.3.15 Provide information concerning test dates for TOPT, TExES, and ExCET to SAISD teachers and facilitate study sessions to obtain Bilingual/ESL endorsements</p>	<p>Specialist for Title I/ Migrant/ Bilingual/ESL, Education Service Center XV, and Director of Human Resources</p>	<p>Bilingual Funds</p>	<p>The number of ESL/Bilingual certified teachers will increase 5%</p>				

<p>1.3.16 Present and implement the required "Seven Areas of Focus" of the Migrant Education Program: * Service Coordination for all levels to include a comprehensive set of instructional, counseling, and support activities in-school and inter-agency coordination with community agencies * Early Education for age 3 - Grade Pre-K to include inventories and checklists for needs assessment and evaluation * New Generation System (NGS) data transfer system to maintain comprehensive records of each migrant child, to access information provided by other school districts and agencies, and to ensure that all data are consistent with both NGS and PEIMS * Parental Involvement Programs for all levels to target the unique needs, values, and strengths of the migrant parent population including the implementation of migrant Parent Advisory Council as required by law * Identification and recruitment of all levels to conduct year-round recruitment activities in order to identify every eligible migrant student * Graduation Enhancement for grades 7-12 to include, but not limited to, effective instructional services, tutorials, counseling, Migrant Service Coordination, dropout recovery, advanced placement courses, college admission test (SAT and ACT), and parent training on graduation requirements * Secondary Credit Exchange and accrual for grades 7-12 (TEA central data base for high school migrant students) performance standards and whose education has been interrupted during the regular school year address the required Comprehensive Needs Assessment through the Priority of Services Action Plan. As a migrant-funded district, SAISD gives service priority to children who are failing, or are most at risk of failing, to meet the state's content and performance standards and whose education has been interrupted during the regular school year. Migrant Priority For Services (PFS) Action Plan San Angelo ISD will utilize Migrant Education Program funds to first and foremost meet the unique needs of Migrant students identified in New Generation System (NGS) as Priority For Service (PFS) students. The Migrant Coordinator will work with other district personnel to ensure services for PFS students by implementing the following strategies: 1) Use ongoing procedures for identifying and recruiting eligible migrant students that are either residing or enrolled in our district. 2) Accurately enter all required data on NGS and work with the PEIMS data specialist to ensure that MEP student data is 100% accurate and current. 3) Download and review NGS "Priority for Service" reports on the first of each month. These reports will be disseminated to district personnel such as principals, teachers, parents, and Migrant program staff. 4) Migrant Program Personnel assigned to designated campus will facilitate accessing services for the PFS students to include individual tutoring, academic counseling, during-school tutorials, supplemental program services, and any other service deemed appropriate and reasonable. 5) Migrant personnel will make contact with parents of PFS students at least every six weeks through interim student progress reports. 6) Migrant personnel will make contact with parents of PFS students at least every three weeks to provide individual progress information and to gain any pertinent information from parents. 7) The district NGS clerk will keep campus administrators and counselors informed of the academic status of the Priority for Service students. 8) The Migrant Specialist will organize a PAC meeting each semester to include parents of migrant students, district migrant personnel, and other district personnel as appropriate. 9) The Migrant Specialist will organize a PAC meeting in June for the reviewing of the SAS application process as it pertains to the Migrant Education Program. 10) The Migrant Specialist will work with district administrators and teachers in monitoring progress of migrant students, especially PFS students, on the state assessment as well as on benchmark assessments.</p>	<p>Migrant, Title I Staff, and Education Service Center Region XV</p>		<p>Referral to campus and counselor and community agencies; campus portfolio (copy to MEP); monthly NGS reports; monthly parent meetings and newsletters; recruiter logs; Certificate Of Eligibility (COE), NGS and recruiter logs, home visits, and NGS Priority for Services reports</p>				
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1.3.17 Provide incentives for SAISD Bilingual Certified teachers in an effort to recruit and retain them in the district	Executive Director of Federal Programs, Executive Directors of Schools, and Assistant Superintendent of Business Services	Bilingual Funds	The number of ESL/Bilingual certified teachers will increase by 5%				
1.3.18 Provide Pregnancy Related Services that include on-campus support and Comprehensive Education Home Instruction to pregnant students during pregnancy, prenatal, and postpartum periods to help them adjust academically, mentally, and physically to stay in school	Director of Assessment and Counselors and Principals		Attendance logs and TAKS scores for home instruction students				
1.3.19 Pregnancy Related On-Campus Services ensure that each pregnant student has the opportunity to obtain counseling services, health services, instructions in parenting knowledge, assistance in obtaining services from community organizations, and child care information	Director of Assessment and Counselors and Principals		Documentation in individual student PRS files				
1.3.20 Audit Pregnancy Related Services (PRS), Comprehensive Education Home Instruction (CEHI), and/or Special Ed Home Instruction services and/or General Ed Homebound services in order to improve student performance and attendance	Director of Assessment and Counselors and Principals		Final PRS report, Attendance logs, and TAKS scores for home instruction students				
1.3.21 Ensure students equitable access and opportunity to participate in and benefit from high-quality co-curricular and extra-curricular practices	Executive Director of Athletics, Principals, and Campus Coordinators		Report from co- and extra-curricular programs to check for equity				

Performance Objective 4: In 2010-2011, a comprehensive curriculum management plan will be sustained for all students: a feasible, rigorous, and precise set of curriculum student expectations aligned to high stakes assessments, aligned SAISD assessments for both diagnostic and summative purposes, aligned record keeping approaches in the four academic core areas (other than elective courses), and a Mastery Learning approach using powerful instructional practices in curriculum delivery with frequent monitoring/coaching of the curriculum and instructional delivery.

Summative Evaluation: Improvement on TAKS to the level that by 2011-2012 student subgroups will score 75% or better. The district will be "Recognized" based on the 2010-2011 scores and âExemplaryâ based on the 2011-2012 scores; documented evidence showing the use of student assessment data for instructional purposes and as evidence of the monitoring of curriculum at the campus level.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
1.4.1 Utilize adopted board policy, EG Local, to implement a comprehensive curriculum management plan and place it into administrative regulations	Assistant Superintendent of Educational Support Services and Executive Director of Federal Programs		Twice per year data will be collected to study the 12 characteristics of a comprehensive plan				
1.4.2 Utilize data in CNA and continue with a comprehensive assessment of the design and delivery of the curriculum within the district	Assistant Superintendent of Educational Support Services, Executive Director of Federal Programs, and Principals		Scope and grading of curriculum guides				
1.4.3 Utilize the subject level or vertical teams and grade level/subject area teams to monitor the Pre K-12 curriculum for gaps and duplication	Assistant Superintendent of Educational Support Services		Sign-in sheets; comment sheets for curriculum gaps and ways to improve weak areas targeted by TAKS data				
1.4.4 Diagnostic assessments should be aligned with the written curriculum	Director of Assessment and Counselors, Assistant Superintendent of Educational Support Services, Executive Director of Federal Programs, and Principals		Diagnostic and state assessment results				
1.4.5 Require meeting with the vertical team to ensure that vertical articulation and horizontal coordination be reflected in the curriculum and the philosophy of the design and delivery of the curriculum	Assistant Superintendent of Educational Support Services and Executive Director of Federal Programs		Vertical alignment is complete; sign in sheets for horizontal training; list of curriculum duplication and gaps				
1.4.6 Continue to train current curriculum writers and train all new writers who will be on the curriculum design and redevelopment teams	Assistant Superintendent of Educational Support Services and Curriculum Writers		Sign-in sheets for curriculum writing sessions and well aligned curriculum that reduces gaps				
1.4.7 Ensure that staff development planning includes strategies for delivering challenging and relevant curriculum as well as strategies for monitoring the level of challenge and level of learning	Assistant Superintendent of Educational Support Services and Executive Directors of Schools		Staff development plan for the district and each campus				

1.4.8 Train core instructional staff on usage of pacing guides, scope and sequence, and curriculum guides from Harvest Portal	Curriculum Writers and Assistant Superintendent of Educational Support Services		Sign-in sheets for all teachers of ELA, math, science and social studies				
1.4.9 Review and revise procedures for implementation and funding of special education programs	Director of Special Education and Superintendent of Schools	IDEA B	Written procedures are in place and updated annually				
1.4.10 Maintain the electronic pacing guide, scope and sequence, and curriculum guide on Harvest Portal	Assistant Superintendent of Educational Support Services, Director of Technology, and Technology Training Manager		Teachers have access to curriculum; electronic curriculum guides and resources are published				
1.4.11 Utilize Intel Teach to the Future strategies to integrate and immerse TEKS-Technology Applications across all core curriculum areas to build student mastery of information/technology literacy skills	Director of Technology and Intel Teach to the Future Teachers		Technology strategies are found within the core curriculum guides, walk-throughs				
1.4.12 Increase by 10% the number of Gifted and Talented students who are enrolled in Advanced Placement classes and are taking and passing Advanced Placement exams	Advanced Academics Specialist, Secondary Principals, Counselors, and Teachers		Campus A/P reports from the state				
1.4.13 Provide training for the integration of CATE and academic programs to enhance content rigor	Director of Career and Technology Education		Lesson plans and staff development records				
1.4.14 Increase the number of students in Tech Prep classes by 5%	Director of Career and Technology Education		Class rosters and PEIMS report				

Performance Objective 5: In 2010-2011 all curriculum programs and resources will be aligned with SAISD student expectations and are congruent with one another. The process to review all proposed new programs will be set into motion using the procedures prior to submission to the Board. Current programs will be systematically evaluated on a five-year cycle to determine continuation, modification, or termination of the program.

Summative Evaluation:

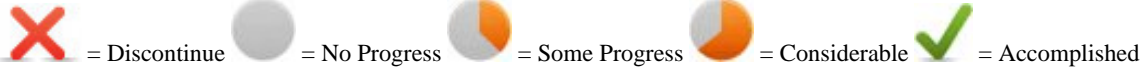
Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
1.5.1 Review and maintain the administration regulation that establishes criteria for adoption of new programs	Assistant Superintendent of Educational Support Services		Developed policy on adoption of new programs into the district				
1.5.2 Update the inventory of district programs	Executive Director of Federal Programs		Completed inventory of programs and interventions used				
1.5.3 Develop administrative regulations for development, implementation, evaluation, revision, and deletion of programs and interventions	Assistant Superintendent of Educational Support Services		Completed regulations in place and approved by the board				

Performance Objective 6: A sound, focused staff development plan is in place to enhance effective curriculum delivery that improves the performance of all students, including special education, LEP, and migrant, and those identified as at risk.

Summative Evaluation: A well-planned staff development program will result in increased student performance and a reduction in the at risk student population.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
1.6.1 Review and revise the mission for the staff development program	Assistant Superintendent of Human Resource/Staff Development, Coordinator of Public Information, and Assistant Superintendent of Educational Support Services		Mission statement complete				
1.6.2 Train all instructional staff on Margaret Kilgo teaching strategies	Assistant Superintendent of Human Resources/Staff Development, Assistant Superintendent of Educational Support Services, Coordinator of Public Information, and Principals		Sign in sheets for attendance, observations of successful implementation, improved scores, walk-throughs				
1.6.3 Schedule staff development for teachers with a primary focus on TEKS and TAKS teaching strategies in core subjects and based on student achievement data	Assistant Superintendent of Human Resources/Staff Development, Assistant Superintendent of Educational Support Services, Coordinator of Public Information, and Principals		Sign in sheets for attendance, improved TAKS scores, training evaluations, and comprehensive needs assessment				
1.6.4 Provide staff development related to the instruction of students with disabilities that is designed for educators who work primarily outside the area of special education	Assistant Superintendent of Human Resources/Staff Development and Director of Special Education		Sign in sheets for attendance, training evaluations, and on line registration				
1.6.5 Train staff on a full continuum of positive behavioral intervention strategies and professionally accepted practices and standards for behavior management, including training on restraint and time-out (Required by Texas Behavior Support Initiative --SB 1196)	Assistant Superintendent of Human Resources/Staff Development, Director of Special Education and Supervisors of Special Education		ESC/district staff development records, ESC XV documentation (required)				
1.6.6 Provide training for ARD interpreters in the ARD process, confidentiality, guidelines for interpreting, etc.	Director of Special Education		Sign in sheets, lists of trained interpreters (maintained by special education department)				
1.6.7 Provide teachers, principals, and other administrators with sustained, intensive, classroom-focused professional development to address the learning needs of all students	Assistant Superintendent of Human Resources/Staff Development, Executive Director of Federal Programs, Coordinator of Staff Development and Public Information, and Coordinator of Instruction and Dyslexia		Increased student success as measured by TAKS and TPRI data				

1.6.8 Provide an overview of curriculum and instruction implementation to all non-instructional staff	Director of Special Education and Executive Director of Federal Programs		Sign in sheets; training evaluations				
1.6.9 Train all staff funded with SCE funds on at risk strategies	Campus SCE Contact and Principals		Training rosters; decrease in drop outs, discipline referrals, and students not passing TAKS				
1.6.10 Provide staff development of Chapter 89 (Bilingual/ESL) guidelines * BE and ESL practices * Testing procedures * Criteria for the identification and placement of LEP students * Bilingual Exception Mandates * Appropriate Exit Criteria * Training for LPAC members * Training for all personnel responsible for administering and score assessments such as Tejas Lee, RPTE, TOP, LAT, Terra Nova, and LAS * Teacher certification for BE and ESL	Specialist for Title I/ Migrant/ESL/Bilingual and Executive Director of Federal Programs	Bilingual Funds	Increased student success as measured by * Portfolio assessment * TAKS practice tests * Pre-LAS and LAS pre- and post-tests, RPTE, TOP, LAT, and Terra Nova * TPRI in English/Spanish (Tejas Lee) * Staff development calendar, schedule, agendas, attendance rosters, and evaluations				
1.6.11 Train instructional staff in the following areas: * Pre-referral strategie * Transition * Parental Involvement * Parent Conferencing * Crisis Management * Bloodborne Pathogens * Harassment Prevention * Conflict Resolution * TEKS * ESL/Bilingual * G/T Training * Discipline Management * Working with the at-risk student * Technology * Drug and Violence Prevention * Teaching strategies for inclusion/504 children	Assistant Superintendent of Human Resources/Staff Development, Coordinator of Public Information, Director of Special Education, Executive Director of Federal Programs, Principals, and Nurse		Sign in sheets for trainings, training agendas, principals' record of staff developments, teachers' individual staff development record sheets				
1.6.12 Develop and administer staff development for instructional and administrative staff aligned with NETS*T, NETS*A, Texas StaR Chart, and SBEC for effective, appropriate integration of technology in instructional and administrative programs	Director of Technology and Principals		Sign in sheets for staff development sessions, agendas of sessions, walk through documentation of implementation of strategies				
1.6.13 Provide reading training for all K-2 teachers based on needs assessments such as Differentiating Instruction, Grouping, Word Walls, components of Balanced Literacy, and Assessments used to guide instruction	Coordinator of Instruction and Dyslexia, Executive Director of Federal Programs, and Instructional Specialists		Sign in sheets, observation of implementation based on walk throughs				
1.6.14 Provide "Meeting the Needs of All Readers" training for 3rd-6th grade, new or new to the grade level, teachers designed to assist teachers in the implementation of content area reading strategies, methods for helping students become strategic readers, and strategies for working with struggling readers	Coordinator of Instruction and Dyslexia and Executive Director of Federal Programs		Sign in sheets for attendance, agenda of session, observations of successful implementation documented on walk through logs				
1.6.15 Offer literacy support to Pre-K teachers by providing after-school networking sessions throughout the school year to follow up on previous training, Stepping into Literacy, and provide support for the implementation of the newly written Pre-k curriculum	Coordinator of Instruction and Dyslexia and Executive Director of Federal Programs		Sign in sheets from meetings, classroom and campus newsletters, communication in Friday Facts.				

1.6.16 Provide networking opportunities and training for Instructional Specialists once every six weeks	Coordinator of Instruction and Dyslexia		Sign in sheets and session agenda				
1.6.17 Provide training to teachers in grades K-2 on new reading adoption	Coordinator of Instruction and Dyslexia, Executive Director of Federal Programs, and Principals		Sign-in sheets for attendance, agenda of training session, observations of successful implementation documented on walk-through logs				
1.6.18 Provide ongoing staff development in workplace safety and security	Safety and Compliance Specialist		Sign in sheets for training, agendas, and evaluations of trainings, and comprehensive needs assessment				
1.6.19 Provide ongoing training on bullying including prevention of and education concerning harassment and unwanted physical aggression	Assistant Superintendent of Human Resources/Staff Development, Counselors, and Principals		Sign in sheets for staff development; analyze discipline incident reports for reduction in bullying reported				
1.6.20 Continue to use a district wide electronic learning management system (LMS) that provides event registration and management, web-based learning and assessment, and employee transcripts and records management: Learning Curve	Coordinator of Public Information, and Director of Technology		Integrated LMS for employees to begin finding and registering for staff development events				
1.6.21 Continue with multi-year learning profiles/paths for employees that guide, align, direct professional development activities with district goals (Appraisal Process)	Director of Human Resources and All employees		Learner profile documents				
							

Performance Objective 7: All campuses will have "highly qualified" teachers and paraprofessionals as defined by the NCLB Act.

Summative Evaluation: Staff development and training sessions will be implemented to ensure all professional staff members are certified and all paraprofessionals meet the "highly qualified" definition.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
1.7.1 Annually provide non-certified teachers training appropriate to their teaching assignment in order for them to be "highly qualified"	Assistant Superintendent of Human Resources/Staff Development, Director of Human Resources, and Principals		All teachers will be "highly qualified". Attestation reports by principals. TEA Highly Qualified Teacher Report. Comprehensive Needs Assessment.				
1.7.2 Ensure that candidates for paraprofessional employment meet the NCLB "highly qualified" criteria as required	Director of Human Resources (PG), and Director of Special Education, and Principals		All aides will meet the "highly qualified" criteria				
1.7.3 Increase by 2% the number of newly hired teachers from under-represented groups, annually, until the district personnel reflects the student population	Assistant Superintendent of Human Resources/Staff Development, Director of Human Resources, and Principals		Human Resources Department New Hire Report				
1.7.4 Conduct recruitment activities to ensure highly qualified personnel in all positions * Job Fairs * Posting vacancies on multiple sites * Maintain active web page * Administrator's Academy	Assistant Superintendent of Human Resources/Staff Development, Director of Human Resources (PG), Director of Human Resources, Coordinator of Public Information, and Communications Specialist		All teachers will be "highly qualified" and all vacancies will be posted on the SAISD web page and Channel 4. TEA Highly Qualified Report				
1.7.5 Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing to ensure all staff are meeting highly qualified requirements	Assistant Superintendent of Human Resources/Staff Development and Director of Human Resources		Teacher Certifications, Attestation Reports Completed by Principals, and TEA Highly Qualified Report				
1.7.6 Assign highly qualified teachers in equal proportions to all campuses, including low-income and minority areas	Assistant Superintendent of Human Resources/Staff Development, Director of Human Resources, and Principals		Attestation Reports Completed by Principals and TEA Highly Qualified Report				
1.7.7 Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet "highly qualified" status	Assistant Superintendent of Human Resources/Staff Development, Director of Human Resources, Principals, Coordinator of Public Information, and Communications Specialist		All teachers will be "highly qualified". Attestation reports by principals. TEA Highly Qualified Teacher Report. Comprehensive Needs Assessment.				

<p>1.7.8 Increase retention of first- year teachers and teachers new to the district by 5% by using the campus mentoring program and staff development throughout the year to address: * Classroom Management Skills * Communication with Parents and Students * Effective Discipline * Learning Styles * Teaching for Learning * Managing Stress</p>	<p>Assistant Superintendent of Human Resources/Staff Development and Executive Director of Schools</p>		<p>Teacher Resignation/Retention numbers at the end of the school year compared with teacher resignation/retention rates from the year before</p>				
<p>1.7.9 Ensure 100% of all teachers on all campuses, including high poverty campuses, are "highly qualified"</p>	<p>Assistant Superintendent of Human Resources/Staff Development, Executive Director of Federal Programs, Director of Human Resources, and Principals</p>		<p>All teachers will be "highly qualified". Attestation reports by principals. TEA Highly Qualified Teacher Report and Comprehensive Needs Assessment</p>				



= Discontinue



= No Progress



= Some Progress



= Considerable




= Accomplished

Goal 2: Maintain fiscal responsibility that allows us to fulfill the vision, mission, beliefs, and goals of the district.

Performance Objective 1: A balanced budget will be adopted that supports the vision, mission, and beliefs of the district while ensuring the achievement of the goals of the district.

Summative Evaluation:


Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
2.1.1 Continue training on elements of performance-based approach to budgeting and provide training to new program managers	Superintendent of Schools		Training completed and sign-in sheets				
2.1.2 Train accounting staff on NCLB updates	Director of Financial Services and Comptroller		Training completed and sign in sheets				
2.1.3 Revise local staffing formulas and staffing patterns to strive for campus equity	Assistant Superintendent of Educational Support Services, Director of Human Resources, and Director of Human Resources (PG)		Approved staffing formulas				
2.1.4 Provide technical assistance and guidance for the use of Title I funds	Director of Financial Services, Director of Purchasing, and Executive Director of Federal Programs		Distribution of Title I budget binders				
2.1.5 The number of inexperienced teachers on high poverty campuses will be proportional to low poverty campuses	Assistant Superintendent of Business Services, Assistant Superintendent of Human Resources/Staff Development, and Director of Human Resources (PG)		Approved Staffing				
							

Goal 3: Improve communications between the district and all stakeholders.

Performance Objective 1: Provide a network of communication avenues available to the district’s constituents.

Summative Evaluation: Communication opportunities at the campus and district level will be readily available to all stakeholders. The district and campuses will provide a variety of effective means of communication in an attempt to keep everyone informed. The district and campuses will solicit input from stakeholders at all appropriate opportunities.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
3.1.1 Provide at least one parent involvement activity to explain the TAKS scoring process at each campus	Principals		Agenda and sign in sheets from meeting (can be included with open house and/or other evening events).				
3.1.2 Continue the following parent, teacher, and student activities to accommodate transition from all feeder schools to receiving schools: * Parent and student orientations * Transition from early childhood/elementary/middle school * Course catalog presentations for staff, parents, and students * Transition from middle school/high school * Student orientation and campus tours * Graduation planning for students beginning in the middle schools * Graduation and post-high school exploration and planning in the middle schools and high schools	Director of Assessment and Counselors, Director of Career and Technology Education, Coordinator of Career and Technology Education, Director of Special Education, Supervisor of Special Education(CL), and Principals		Agenda and sign in sheets for transition meetings, campus newsletters, copies of news articles				
3.1.3 Coordinate and provide the following opportunities that develop the awareness of the Texas Grant Program and the need to begin careful graduation planning and course selection beginning in the sixth grade: * Texas Grant information to every parent/student in grades 6-12 * District course catalog and educational planning guide to all students in grades 8-11 * Presentations through financial aid nights, scholarship nights, and PTA meetings * Student/parent transition meetings beginning in grade 6 * Graduation planning sessions in grade 8 * Staff development for instructional personnel * Career and transition information to parents, students, and student groups	Director of Assessment and Counselors, Director of Career and Technology Education, Coordinator of Career and Technology Education, and Counselors		Sign in sheets, campus newsletters, copies of news articles				
3.1.4 Provide verbal and/or written information in a form and language that can be understood by parents	Principals and Coordinator of Public Information		Information printed in both languages				
3.1.5 Solicit parent involvement with personal invitation to participate and serve on campus committees. assist Title I campuses in developing and completing Title I program parent compacts, and parental involvement policies	Principals, Specialist of Title I/Migrant/ Bilingual/ESL		Invitations, sign in sheets, parent compacts, and Parental Involvement Policies				

3.1.6 Continue the communication structure established in the district including the following committees: * District and Campus Site-Based Decision Making Committee * Central Administrative Team * Vertical Teams * Textbook Committee * Technology Committee * Records Retention Committee * Title I/Migrant Advisory Council * Gifted and Talented Advisory Council * Language Proficiency Assessment Committee * District Curriculum Committee * District Safety Committee * Community Facilities Committee	Superintendent of Schools		Sign in sheets, agendas, and minutes				
3.1.7 Continue to use the English and Spanish radio stations to disseminate information about the district	Coordinator of Public Information		Press release				
3.1.8 Continue weekly Board of Trustees appearances on local television	Coordinator of Public Information		Viewable television broadcast				
3.1.9 Centralize and integrate district administrative regulations, news, event calendars, web services, and other internal systems into the Harvest Portal for a single point of resources for all employees	Director of Technology and Department heads		Web analysis and metrics indicating usage, documents, and info resources available through Harvest				
3.1.10 Ensure all administrative and instructional employees' facilities have adequate access to the District Metropolitan Area Network and its resources	Director of Technology		Network diagram indicating network access points and equipment				
							

Goal 4: Design and implement a facilities plan that will meet the current and future needs of the district.

Performance Objective 1: Implementation of a comprehensive long-range facilities and maintenance plan during the 2008-2009 school year.

Summative Evaluation: A comprehensive Facilities Master Plan will be in place that meets the criteria of the Curriculum Management Audit.


Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
4.1.1 Annually review and maintain a long-range facilities and maintenance schedule	Assistant Superintendent of Business Services and Director of Maintenance		Completed schedules				
4.1.2 Review and revise the preventative maintenance schedule that allows for replacement of mechanical equipment	Director of Maintenance and Principals		Preventative maintenance schedule completed				
4.1.3 Review and revise the staffing plan that allows for proper maintenance of district facilities	Assistant Superintendent of Business Services and Director of Maintenance		Staffing plan in place				
4.1.4 Conduct an on-going review of the long-range facilities plan and report to the Board of Trustees	Assistant Superintendent of Business Services and Director of Bond Planning		Copy of review and board agendas				
4.1.5 Review and revise the District Technology Plan to reflect requirements of the Facilities Assessment Plan	Director of Technology		Expanded section in District Technology Plan for facilities and budget allocations				

Goal 5: Sustain a safe and secure environment.

Performance Objective 1: Optimize the learning environment and support the instructional program of the district with the development and implementation of a district wide safety plan.

Summative Evaluation: A comprehensive long-range safety plan is in place.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
5.1.1 Review and revise the safety priority requirements using input from district sources and federal and state requirements	Safety and Compliance Specialist, Assistant Superintendent of Business Services, and Nurse		Safety priority listing updated with current recommendations				
5.1.2 Review and revise the District Emergency Operations Plan	Safety and Compliance Specialist, Assistant Superintendent of Business Services, and Principals		Emergency Operations Plan in place				
5.1.3 Develop, test, and implement a data and telecommunications network disaster recovery and restoration plan to minimize natural and unnatural risks to the district's information assets	Safety and Compliance Specialist and Director of Technology		Published and tested business continuance document				
5.1.4 Conduct campus security assessments and safety checks	Safety and Compliance Specialist, Assistant Superintendent of Business Services, Principals, and Campus Safety Committee		Documentation that threat assessments and safety checks have been completed				
5.1.5 Certify designated first responders on each campus in CPR and First Aid	Nurse Supervisor, Campus Nurses, and Principals		Record of certifications earned by personnel designated in campus crisis plans				
5.1.6 Train district medical personnel on potential bioterrorism agents	Nurse		Class rosters from training				
5.1.7 Conduct criminal background and reference checks on each applicant interviewed	Director of Human Resources (ES), and Director of Human Resources (PG)		Record of completed criminal background check				
5.1.8 Continue to enhance and modify each campus safety and crisis response plan. Communicate school safety measures to parents and the community annually	Safety and Compliance Specialist, Principals, Assistant Superintendent of Business Services, and Nurse Supervisor		Copies of communiques, meeting agendas, sign in sheet for parent/community meetings, critical updates completed				
5.1.9 Train all district employees in blood borne pathogens	Nurse Supervisor and Campus Nurses		Electronic assessment results				
5.1.10 Train all assigned campus personnel on medication administration	Nurse Supervisor		Training sign in sheets; results of assessment				

5.1.11 Provide training for all staff in recognition and prevention of harassment including: disability, sexual, dating violence, child abuse reporting, and bullying	Assistant Superintendent of Human Resources/Staff Development, Director of Human Resources, Director of Human Resources (PG), Coordinator of Public Information, and Campus Administrators		Sign in sheets from training, individually signed receipts of training modules completed, and Comprehensive Needs Assessment				
5.1.12 Develop a business continuity plan, electronic safety, and security measures	Director of Technology		Business continuity plan in place				
							

Performance Objective 2: Reduce the number of drug and violent incidents by 5% in the 2010 - 2011 school year. (See needs assessment, Discipline Referrals)

Summative Evaluation: A comprehensive long-range safety plan is in place that will lead to a reduction of 5% in incident reports; thereby, enhancing the learning environment.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
5.2.1 Provide staff development in discipline management and drug/violence prevention awareness for all instructional staff	Principals, Coordinator of Public Information, and Assistant Superintendent of Human Resources/Staff Development		Sign in sheets for session and reduction in drug/violent incidents				
5.2.2 Provide staff development in conflict resolution/peer mediation for all instructional staff	Principals, Coordinator of Public Information, and Assistant Superintendent of Human Resources/Staff Development		Sign in sheets for session and reduction in fight behavior				
5.2.3 Develop strategies at each campus that address a prevention and intervention plan that will decrease PEIMS discipline referrals annually by 3%	Director of Pupil Services, Principals, and Campus Site-based Committees		1% reduction in PEIMS discipline incidents from previous year				
5.2.4 Provide training for students in recognition and prevention of disability harassment in school, dating violence, bullying etc	Assistant Superintendent of Human Resources/Staff Development, Coordinator of Public Information, and Principals		Sign in sheets from training, individually signed receipts of training modules completed				

Title I

Schoolwide Program Plan

San Angelo Independent School District (SAISD) is continually striving to increase student achievement. We believe our district has made great gains in achieving this goal. Our schools are dedicated to giving every student the best possible education through an intensive core curriculum. Our curriculum stems from scientifically based research. SAISD will continue to strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in our district with specialized, challenging instructional and career programs. We are working hard, constantly improving, and refining instruction and management to make our district as effective, productive, and economical as possible.

We will continue our efforts to utilize best practices with the implementation of new resources, as well, to provide ample learning and growth opportunities for the students of SAISD.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.

2: Schoolwide Reform Strategies

SAISD will focus on the following areas:

- Provide opportunities for all children to meet the state's proficient and advanced levels of student performance;
- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, such as: before and after school tutorials, summer programs, and help providing an enriched and accelerated curriculum;
 - include strategies for meeting the educational needs of historically underserved populations.
- Include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and

- Address how the campus will determine if such needs have been met; and are consistent with , and are designed to implement the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

San Angelo Independent School District strives to maintain that all teachers of core academic subjects and instructional paraprofessionals (employees who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents. San Angelo Independent School District in partnership with the Education Region Service Center will continue to provide the best possible opportunities for growth and learning opportunities for our staff.

5: Strategies to increase parental involvement

In accordance with Section 1118, such as family literacy services.

6: Strategies to attract highly qualified teachers

To high need campuses.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

San Angelo Independent School District early childhood programs; including Early Head Start/Head Start, PPCD Program, Pre-Kindergarten Program, Even Start, and our affiliation with the Texas School Ready Program provide a foundation for later academic success. Our district focuses on capitalizing on acquiring a strong start for all of our students. Staff in the areas listed, provide the support and knowledge necessary to the students attending for ensurance of an easy transition.

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

As described in Section 1111 (b)(3) in order to provide inforamtion on, and to improvem, the performance 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

The schoolwide program campuses must identify and monitor students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it. Our district utilizes tutoring services from certified and non-certified employees to provide the necessary assistance and additional learning time for the students in need.

10: Coordination and integration of federal, state and local services and programs

Including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start/Early Head Start, adult education, vocational and technical education, and job training.

Plan Notes

San Angelo Independent School District

Migrant Education Program Supplement

2010-2011

Description of Program

The Migrant Education Program (MEP) is authorized by Part C of Title I of the Elementary and Secondary Education Act (ESEA). The Statute of Title I, Part C states that the purposes of the MEP are to:

- * Support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from repeated moves,
- * Ensure that migrant children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and State academic content and student academic achievement standard,
- * Ensure that migrant children are provided with appropriate educational services, including supportive services, that address their special needs in a coordinated and efficient manner,
- * Ensure that migrant children receive full and appropriate opportunities to meet the same challenging State academic content and academic achievement standards that all children are expected to meet,
- * Design programs that help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school,
- * Prepare them to make a successful transition to post secondary education or employment,
- * Ensure that migrant children benefit from state and local systemic reforms.

The goal of the MEP is to design and support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migrant students succeed in school, meet the challenging State academic content and successfully transition to post secondary education or employment.

Intent and Purpose

Title I, Part C provides supplemental resources to school districts to provide supplemental instructional and support services for migrant students and their families, as well as, to conduct identification and recruitment, data collection and records transfer as required by law.

Intended Program Beneficiaries

According to Sections 115(B)(1)(A) and 1309(2) of the statute and Section 200.81(d) of the regulations, a child is eligible for the MEP if: the child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate; and the child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and the child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; and such employment is because of economic necessity; and the child has moved from one school district to another; or in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in an agricultural or fishing industry.

SAN ANGELO ISD MIGRANT PROGRAM

PRIORITY FOR SERVICES ACTION PLAN

The San Angelo Independent School District Title I, Part C Migrant Program is dedicated to providing all services necessary to ensure our Migrant students meet or exceed academic achievement levels set for all students in our district. It is our goal to facilitate adjustments, eliminate barriers, provide continuity of education, and if needed, assist with securing any social/community services for our Migrant students.

Migrant Program Evaluation

Total Number of Migrant Students: 94

Number of (Birth-P3) Migrant Children: 12

Number of (P4-P5) Migrant Children: 4

Number of Pre-School (PK) Migrant Children: 5

Number of Elementary (K-6) Migrant Students: 49

Number of Junior High School (7th-8th) Migrant Students: 7

Number of High School (9th-12th) Migrant Students: 17

Number of Out-of-School Migrants (18-21): 0

Total Number of Priority of Services Migrant Students: 13

Number of Elementary (K -6th) Migrant Students: 8

Number of Junior High School (7th-8th) Migrant Students: 1

Number of High School (9th-12th) Migrant Students: 4

Priority For Services Action Plan:

San Angelo ISD will utilize Migrant Education Program (MEP) funds to first and foremost meet the unique needs of migrant students identified on New Generation System (NGS) for **Priority For Service (PFS)**. Our Migrant Service Specialist and staff will work with other district personnel to ensure services for PFS students by implementing the following strategies:

Use ongoing procedures for identifying and recruiting eligible migrant students that are either residing or enrolled in our district.

1. Accurately enter all required data on NGS and work with the PEIMS data specialists to ensure that MEP student data is 100% accurate and current.
2. Download and review NGS “Priority for Service” reports on the first of each month. These reports will be disseminated to district personnel such as principals, teachers, parents, and Migrant program staff.
3. Migrant program personnel assigned to designated campus will facilitate accessing services for the PFS students to include individual tutoring, academic counseling, during-school and after-school tutorials, supplement program services, and any other service deemed appropriate and reasonable.
4. Migrant personnel will monitor academic performance of individual PFS students every 3 weeks through interim student progress reports and student progress reports.
5. Migrant personnel will make contact with parents of PFS students at least every three weeks to provide individual progress information and to gain any pertinent information from parents.
6. Migrant personnel will facilitate access to literacy classes, transportation, or community services which could be provided by our Migrant Service Coordinators.
7. The district NGS clerk will keep campus administrators and counselors informed of the academic status of the priority for services students.
8. The Migrant Services Specialist will organize a PAC meeting each semester to include parents of migrant students, district migrant personnel, and other district personnel as appropriate.
9. The Migrant Specialist will organize a PAC meeting in June for the reviewing of the SAS application process as it pertains to the Migrant Education Program.
10. The Migrant Services Specialist and staff will work with district administrators and teachers in monitoring progress of migrant students, especially PFS students, on the state assessment as well as on benchmark assessments. Students needing supplemental services to ensure success on the assessments will have priority for such services.

Uses of Title 1, Part C (Migrant) Funds

San Angelo ISD will use MEP funds to support the following activities for migrant students in the district to ensure academic success.

1. Develop and implement an effective plan for Identification and Recruitment that complies with all regulations and procedures in the Identification and Recruitment (ID&R) Training Manual.
2. All migrant staff involved in ID & R will be trained annually. Certificates verifying training will be on file with the Migrant Services Specialist.
3. Ongoing ID & R will be provided throughout the district by migrant personnel with staff following all mandated procedures in determining eligibility.
4. Appropriate and current information will be entered into the NGS database for all migrant students.
5. Migrant students and their families will be provided all required services, plus all additional services funded by other federal programs and local funds, to ensure students are achieving in the district curriculum and on the state assessment.
6. The Migrant staff will involve migrant parents in all program activities, including PAC meetings, financial aid nights, and any and all programs provided for families of students in the district.
7. The Migrant staff will act as an advocate for migrant students on their campus to tutor, monitor, provide educational services, and be responsible in securing opportunities that would result in student success.
8. The Migrant staff will organize and promote the PAC meeting(s) held each semester to ensure full participation and benefit the families of migrant students.
9. The Migrant staff will work with the PEIMS Analyst to provide current accurate data.
10. The Migrant staff will provide monthly time-and-effort logs to the Migrant Specialist.

Parental Involvement/Support Services

Date of most recent consultation with Migrant Parent Advisory Council:

Please refer to attachment of Council Meeting: March 11, 2010

Child Sexual Abuse Plan

The San Angelo Independent School District has established a plan for addressing child sexual abuse, which may be accessed on the SAISD website under "child safety". As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare, as well as, a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, go to:

[http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp)

The following Web sites might help you become more aware of child sexual abuse:

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://snp.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

GLOSSARY OF TERMS

A+LS is the Advanced Learning System, computer-assisted instructional software for credit recovery and remediation.

ACT is the American College of Testing, a college entrance test.

ADM refers to the Academic Success through Evaluation Resources Management System used to disaggregate state test results.

AEIS is the state's Academic Excellence Indicator System.

“All students” refers to White (W), Hispanic (H), African-American (AA), Emotionally Disturbed (ED), Migrant, Male, Female, Limited English Proficient (LEP), Special Education (SE), Bilingual (BE), English as a Second Language (ESL), Gifted and Talented (GT) students.

AP refers to an Advanced Placement class.

ARD is the admission, review, and dismissal committee that meet to place, review, and exit students from special education.

ARI refers to Accelerated Reading Instruction.

BE refers to Bilingual Education.

BELLO is the Bilingual Education Language Learning Opportunities program at Reagan Elementary and San Jacinto Elementary.

CATE refers to Career and Technology Education.

COE refers to a certificate of eligibility for a migrant student.

CMA refers to the District's Curriculum Management Audit.

CPR is cardio-pulmonary resuscitation.

DAEP refers to the District Alternative Education Program, Carver.

DSBDMC refers to the District Site-Based Decision Making Committee.

ESC refers to the Educational Service Center Region XV.

ESL refers to English as a Second Language.

FTE is a full time teaching employee.

G/T refers to Gifted and Talented.

HSA refers to High School Allotment.

IDEA is the Individuals with Disabilities Education Act.

K refers to kindergarten.

LAS refers to the language assessment scale used with LEP students.

LEP refers to Limited English Proficient.

LMS is the learning management system.

LPAC refers to the Language Proficient Assessment Committee.

MEP refers to the Migrant Education Program.

MSC is the migrant service coordinator.

NCLB refers to the No Child Left Behind Act.

NGS refers to the New Generation System.

OEY is optional extended year.

PDAS refers to the Professional Development Assessment System used to appraise teachers.

PEIMS is the Public Education Information Management System.

PEP refers to the Pregnancy Education & Parenting Program.

PRS refers to Pregnancy-Related Services.

PTA refers to the Parent-Teacher Association.

RPTE refers to the Reading Proficiency Test in English.

SAISD refers to the San Angelo Independent School District.

SAS refers to the Standard Application System used for all federal title programs.

SAT refers to the Scholastic Aptitude Test, a college entrance test.

SB refers to a Senate bill.

SBEC is the state business education coalition.

SCE refers to State Compensatory Education, state funding for at-risk students' educational needs.

SSI is the Student Success Initiative which provides accelerated instruction for third graders who do not master reading TAKS.

TAKS is the Texas Assessment of Knowledge and Skills, the statewide assessment grades 3 – 11.

TASB is the Texas Association of School Boards.

TBSI is the Texas Behavior Support Initiative.

TEJAS LEE is the Spanish version of the TPRI.

TEKS is the Texas Essential Knowledge and Skills, the state's curriculum.

TPRI is the Texas Primary Reading Inventory, a reading assessment for grades K – 2.

WISC III refers to the Weschler Intelligence Scale for Children.

2010-2011 District Planning and Decision Making Committee

Committee Role	Name	Position	Signature
Business Representative	Jerry Merrill	Administrator	
Business Representative	Royce Sprott	Caldwell Banker Real Estate	
Business Representative	Pam Holubec		
Classroom Teacher	Carole Stevens	McGill - Instructional Specialist	
Classroom Teacher	Vanessa Carr	Central High School - Teacher	
Classroom Teacher	Dory Mayer	Glenn Middle School - Teacher	
Classroom Teacher	Karen Ligon	Bowie - Teacher	
Classroom Teacher	Mona Miller	Glenmore - Teacher	
Classroom Teacher	Rebecca Flores	Reagan - Teacher	
Classroom Teacher	Sandra Godwin	Central High School - Teacher	
Classroom Teacher	Sabrina Jaramillo	Glenn Middle School - Teacher	
Classroom Teacher	Deborah Dearth	Austin - Teacher	
Classroom Teacher	Amy Motl	Bradford - Teacher	
Classroom Teacher	Maurie Farr	Goliad - Teacher	
Classroom Teacher	Mary Benton	San Jacinto - Teacher	
Classroom Teacher	Sherie Carney	Lake View High School - Teacher	
Classroom Teacher	Valerie Burke	Lee Middle School - Teacher	
Classroom Teacher	Kay Morgan	Belaire - Teacher	
Classroom Teacher	Kathy McAlpine	Crockett - Teacher	
Classroom Teacher	Martha Register	Holiman - Teacher	

Classroom Teacher	Kathy Hammons	Santa Rita - Teacher	
Classroom Teacher	Randall Parker	Lake View High School - Teacher	
Classroom Teacher	Robert Nethery	Lincoln Middle School - Teacher	
Classroom Teacher	Debra Rodgers	Bonham - Teacher	
Classroom Teacher	Cathy Humble	Fannin - Teacher	
Classroom Teacher	Wendell Wheaton	Lamar - Teacher	
Classroom Teacher	Carlos Flores	Central High School - Teacher	
Classroom Teacher	Henry Gonzales	Lake View High School - Teacher	
Classroom Teacher	Christopher Moody	Carver - Teacher	
Classroom Teacher	Hilda Gaibay	Bonham - Teacher	
Classroom Teacher	Penny Watson	Fort Concho - Teacher	
Community Representative	Becky Brackin		
Community Representative	Johnny Silvas		
District-level Professional	Jeff Bright	Assistant Superintendent	
District-level Professional	Carol Asbill	Director	
District-level Professional	Melissa Schumpert	Coordinator	
District-level Professional	Shelly Hullihen	Assistant Superintendent	
District-level Professional	Jana Anderson	Director	
District-level Professional	Becky Trojcek	Executive Director	
District-level Professional	Charlyn Doyle	Director	
District-level Professional	Gloria Baird	Executive Director	
District-level Professional	Joann Walter	Director	
District-level Professional	Dr. Carol Ann Bonds	Superintendent	

District-level Professional	Steve Gill	Executive Director	
District-level Professional	Jamie Highsmith	Coordinator	
Non-classroom Professional	Karen Clark	Reagan Elementary - Principal	
Non-classroom Professional	Angelina Tambunga	Alta Lome - Instructional Specialist	
Non-classroom Professional	Allison Sanders	Austin Elementary - Principal	
Non-classroom Professional	Stephanie Free	Lake View High School - Principal	
Non-classroom Professional	Elaine Stribling	Lee Middle School - Principal	
Non-classroom Professional	Mickey Russell	Central High School - Assistant Principal	
Non-classroom Professional	Raquel Taunton	Bradford Elementary - Principal	
Parent	Tracy Herrington		
Parent	Claire Hogg	Elementary Representative	
Parent	Sammy Sablan		
Parent	Rita Carranco	Middle School Representative	
Parent	Melissa Murname		
Parent	Julie Gates	High School Representative	
Parent	Thomas Delgado		

District Funding Summary

Title I, Part A				
Goal	Objective	Strategy	Account Code	Amount
1	1	1 -		\$0.00
1	1	4 -		\$0.00
1	3	1 -		\$0.00
1	3	12 -		\$0.00
Sub-Total				\$0.00
General Funds				
Goal	Objective	Strategy	Account Code	Amount
1	1	2 -		\$0.00
1	1	3 -		\$0.00
1	1	5 -		\$0.00
1	1	6 -		\$0.00
1	1	7 -		\$0.00
1	3	2 -		\$0.00
1	3	7 -		\$0.00
Sub-Total				\$0.00
IDEA B				
Goal	Objective	Strategy	Account Code	Amount
1	3	3 -		\$0.00
1	3	4 -		\$0.00
1	4	9 -		\$0.00
Sub-Total				\$0.00
State Comp Ed				
Goal	Objective	Strategy	Account Code	Amount
1	2	1 -		\$0.00

1	3	6 -		\$0.00
1	3	8 -		\$0.00
1	3	9 -		\$0.00
1	3	10 -		\$0.00
1	3	11 -		\$0.00
Sub-Total				\$0.00
Life Skills Grant				
Goal	Objective	Strategy	Account Code	Amount
1	2	2 -		\$0.00
Sub-Total				\$0.00
Bilingual Funds				
Goal	Objective	Strategy	Account Code	Amount
1	3	13 -		\$0.00
1	3	14 -		\$0.00
1	3	15 -		\$0.00
1	3	17 -		\$0.00
1	6	10 -		\$0.00
Sub-Total				\$0.00
Gifted and Talented Funds				
Goal	Objective	Strategy	Account Code	Amount
1	3	5 -		\$0.00
Sub-Total				\$0.00
Grand Total				\$0.00

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