

Arlington Independent School District

District Improvement Plan

2021-2022



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Comprehensive Needs Assessment

Demographics

Demographics Summary

	AISD Count	AISD Percent	State Count	State Percent
African American	15,032	25.30%	691,582	12.60%
Hispanic	27,863	46.90%	2,892,928	52.80%
White	11,097	18.70%	1,477,699	27.00%
American Indian	281	0.50%	19,999	0.40%
Asian	3,439	5.80%	250,065	4.60%
Pacific Islander	105	0.20%	8,466	0.20%
Two or More Races	1,636	2.80%	138,434	2.50%
Economically Disadvantaged	42,840	72.10%	3,303,974	60.30%
English Language Learners (ELL)	17,242	29.00%	1,112,674	20.30%
At-Risk	39,569	66.60%	2,773,390	50.60%
Special Education	4,973	8.40%	577,868	10.50%

Student Achievement

Student Achievement Summary

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current Monitore
All Subjects											
Percent of Tests											
At Approaches GL Standard or Above	58%	49%	52%	75%	55%	81%	57%	66%	51%	45%	50%
At Meets GL Standard or Above	32%	24%	26%	50%	33%	59%	34%	36%	25%	19%	23%
At Masters GL Standard	13%	8%	9%	24%	14%	31%	17%	15%	9%	6%	9%
Number of Tests											
At Approaches GL Standard or Above	44,995	9,407	19,705	10,611	169	3,642	82	1,379	29,413	11,151	13,893
At Meets GL Standard or Above	24,882	4,537	9,686	7,077	100	2,673	49	760	14,460	4,578	6,481
At Masters GL Standard	9,844	1,468	3,268	3,323	42	1,393	25	325	4,951	1,559	2,407
Total Tests	77,999	19,117	37,775	14,062	305	4,494	143	2,103	57,318	24,659	27,838
Participation											
% participation 2018-19	99%	99%	99%	99%	98%	99%	98%	99%	99%	99%	99%
% participation 2020-21	86%	82%	87%	86%	79%	88%	76%	84%	85%	90%	90%
ELA/Reading											
Percent of Tests											
At Approaches GL Standard or Above	61%	54%	56%	77%	61%	81%	70%	70%	55%	48%	53%
At Meets GL Standard or Above	37%	30%	31%	56%	38%	61%	40%	42%	30%	22%	27%
At Masters GL Standard	14%	10%	10%	26%	15%	30%	19%	17%	10%	7%	10%
Number of Tests											
At Approaches GL Standard or Above	17,581	3,838	7,776	3,988	69	1,338	37	535	11,713	4,500	5,509
At Meets GL Standard or Above	10,648	2,113	4,270	2,875	43	1,008	21	318	6,404	2,021	2,808
At Masters GL Standard	4,009	675	1,356	1,319	17	502	10	130	2,078	683	1,005
Total Tests	28,844	7,102	13,992	5,165	114	1,654	53	764	21,277	9,299	10,402
Participation											
% participation 2018-19	99%	99%	100%	99%	99%	100%	97%	99%	99%	100%	100%
% participation 2020-21	85%	81%	86%	86%	78%	89%	75%	84%	85%	88%	89%
Mathematics											
Percent of Tests											
At Approaches GL Standard or Above	53%	41%	48%	72%	44%	80%	49%	60%	46%	45%	49%
At Meets GL Standard or Above	25%	16%	20%	42%	19%	57%	31%	28%	19%	18%	21%
At Masters GL Standard	10%	5%	6%	19%	8%	29%	16%	10%	6%	7%	9%
Number of Tests											
At Approaches GL Standard or Above	12,882	2,412	5,761	3,136	39	1,100	24	410	8,378	3,644	4,344
At Meets GL Standard or Above	6,122	932	2,341	1,840	17	781	15	196	3,440	1,441	1,881
At Masters GL Standard	2,357	284	768	821	7	398	8	71	1,172	555	787

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current Monitore
Total Tests	24,398	5,932	11,930	4,340	88	1,370	49	689	18,120	8,081	8,952
Participation											
% participation 2018-19	99%	99%	99%	100%	99%	100%	98%	99%	99%	100%	100%
% participation 2020-21	86%	82%	89%	86%	76%	90%	75%	84%	86%	91%	91%
Writing											
Percent of Tests											
At Approaches GL Standard or Above	47%	43%	38%	67%	52%	69%	38%	55%	40%	34%	40%
At Meets GL Standard or Above	21%	18%	13%	40%	23%	43%	19%	21%	16%	11%	16%
At Masters GL Standard	5%	4%	2%	11%	3%	19%	10%	5%	3%	2%	4%
Number of Tests											
At Approaches GL Standard or Above	3,146	729	1,255	780	16	245	8	113	2,010	805	1,043
At Meets GL Standard or Above	1,421	304	440	470	7	153	4	43	781	253	407
At Masters GL Standard	352	67	77	128	1	67	2	10	151	56	103
Total Tests	6,756	1,701	3,281	1,162	31	353	21	207	5,030	2,341	2,624
Participation											
% participation 2018-19	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	90%	87%	92%	90%	92%	89%	96%	91%	90%	93%	93%
Science											
Percent of Tests											
At Approaches GL Standard or Above	60%	52%	54%	79%	62%	85%	64%	68%	54%	45%	52%
At Meets GL Standard or Above	33%	23%	27%	52%	44%	64%	55%	39%	26%	17%	23%
At Masters GL Standard	13%	7%	9%	23%	18%	34%	36%	20%	8%	4%	8%
Number of Tests											
At Approaches GL Standard or Above	6,527	1,385	2,864	1,533	28	522	7	188	4,255	1,498	1,971
At Meets GL Standard or Above	3,550	613	1,397	1,015	20	392	6	107	2,039	567	899
At Masters GL Standard	1,356	172	453	454	8	209	4	56	642	147	294
Total Tests	10,803	2,639	5,264	1,951	45	617	11	276	7,888	3,301	3,827
Participation											
% participation 2018-19	99%	98%	99%	99%	95%	100%	100%	98%	99%	99%	99%
% participation 2020-21	84%	80%	87%	85%	79%	88%	65%	83%	84%	89%	89%
Social Studies											
Percent of Tests											
At Approaches GL Standard or Above	68%	60%	62%	81%	63%	87%	67%	80%	61%	43%	50%
At Meets GL Standard or Above	44%	33%	37%	61%	48%	68%	33%	57%	36%	18%	24%
At Masters GL Standard	25%	15%	19%	42%	33%	43%	11%	35%	18%	7%	11%
Number of Tests											
At Approaches GL Standard or Above	4,859	1,043	2,049	1,174	17	437	6	133	3,057	704	1,026
At Meets GL Standard or Above	3,141	575	1,238	877	13	339	3	96	1,796	296	486
At Masters GL Standard	1,770	270	614	601	9	217	1	58	908	118	218

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current Monitore
Total Tests	7,198	1,743	3,308	1,444	27	500	9	167	5,003	1,637	2,033
Participation											
% participation 2018-19	98%	98%	98%	99%	91%	95%	100%	98%	98%	98%	97%
% participation 2020-21	85%	82%	85%	88%	78%	85%	75%	86%	84%	86%	87%




Goals


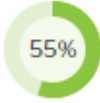


Goal 1: Strategic Plan Performance Objective: Academic Achievement









Performance Objective 1: All AISD students will increase their performance in reading on STAAR/EOC from 61% to 64% in approaches.

Targeted or ESF High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Provide extended school day services & standards-based tutoring to students in D/F schools Strategy's Expected Result/Impact: 90% of enrolled students maintain a 90% tutoring attendance Staff Responsible for Monitoring: ED Specialized Learning Services; State & Federal Interventions & Operations Director; Office of School Leadership; Campus After-School Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campuses will implement and equitably support MTSS Strategy's Expected Result/Impact: 100% of campuses will: have an identified MTSS team, train and implement a minimum of two modules, and enter/track progress in Frontline for students in the MTSS process Staff Responsible for Monitoring: ED Specialized Learning Services; State & Federal Interventions & Operations Director; Office of School Leadership; Campus MTSS Administrator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers and campus administrators will effectively develop master schedules and implement IEPs/PLAFFPs to increase the academic achievement of students receiving special education services Strategy's Expected Result/Impact: 100% campus master schedule ensures service minutes are delivered. Decreasing trend in course failure rate for 50% of campuses Increase STAAR Reading in current special education students from 24% to 29% and former special education students from 65% to 70% Staff Responsible for Monitoring: ED Specialized Learning Services; Director of Special Education; Office of School Leadership; Campus administrators	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Elementary campuses will effectively implement MTA district-wide</p> <p>Strategy's Expected Result/Impact: 100% of students eligible for dyslexia services receive these according to the district adopted program. Increase in referral and identification rate to 4.5%</p> <p>Staff Responsible for Monitoring: ED Specialized Learning Services; Director of Special Education; Office of School Leadership; Campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will be trained and effectively implement sheltered instruction strategies to increase achievement of Emergent Bilinguals (EBs)</p> <p>Strategy's Expected Result/Impact: 100% of campuses will develop an individualized plan to train and implement 4 of the 7 steps in the 21-22SY 75% of walkthroughs conducted by World Languages department will show evidence of implementation of sheltered instruction strategies</p> <p>Staff Responsible for Monitoring: ED Specialized Learning Services; Director of World Languages; Office of School Leadership; Campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Design, publish, and train (via Content Conversations) Priority Instructional Content and Resources (PICR) for all core content areas/all grade levels to support unfinished learning</p> <p>Strategy's Expected Result/Impact: "100% of PICR content is published ontime according to C&I/WL publication schedule ----- 85% of applicable staff attend Content Conversations"</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Office of School Leadership</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will have access to 10 exemplar lessons per core content grades K-12 aligned to TEKS & ALC framework</p> <p>Strategy's Expected Result/Impact: Publish 3-4 ALC exemplar lessons per core content/grade (K-12) per quarter. 520 lessons by November 2022</p> <p>Staff Responsible for Monitoring: Technology Integration & Innovation Curriculum & Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				




Strategy 8 Details	Reviews			
<p>Strategy 8: Support campuses in equitably establishing library collections that meet TEA proficient definition</p> <p>Strategy's Expected Result/Impact: Decrease the age of campus nonfiction, fiction, and easy/everybody collections by average of two years</p> <p>Staff Responsible for Monitoring: Library Media Services Technology Integration & Innovation</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: 3-12 Teachers will effectively use Writable across AISD (get grade level specificity)</p> <p>Strategy's Expected Result/Impact: "Kickup reporting data will indicate 85% training participation ----- Usage reports will indicate consistent usage ----- 100% of Principals will attend training and implement a system for monitoring the fidelity of implementation"</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Office of School Leadership</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Campus leaders and coaches will implement eGROWE with Literacy and Active Learning Cycle teachers (placing coaching conversations in eSuite) with fidelity resulting in the badging of best practices</p> <p>Strategy's Expected Result/Impact: "Literacy teachers will receive 7 coaching touchpoints (5 coach session, 2 observations); ALC teachers receive 5 coaching cycles (pre-conference, observation & support, and post-conference) on the 4 focus BPs (Standards Alignment, Assessment/Formative Feedback, Differentiation, Small Group Instruction) by June 2022. ----- Literacy and ALC teachers will earn 2-3 Growth Indicators per coaching session on the 4 focus BPs (Standards Alignment, Assessment/Formative Feedback, Differentiation, Small Group Instruction). 10-15 GIs by June 2022."</p> <p>Staff Responsible for Monitoring: Professional Learning Department</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: 2nd grade teachers will be trained on the science of teaching reading strategies (TEA Reading Academy) aligned to the comprehensive literacy plan</p> <p>Strategy's Expected Result/Impact: 95% of Reading Academy participants will pass the Reading Academy and receive certificates of completion</p> <p>Staff Responsible for Monitoring: Teaching & Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


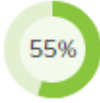


Goal 1: Strategic Plan Performance Objective: Academic Achievement







Performance Objective 2: All AISD students will increase their performance in math on STAAR/EOC from 51% to 58% in approaches.

Targeted or ESF High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide extended school day services & standards-based tutoring to students in D/F schools Strategy's Expected Result/Impact: 100% of enrolled students maintain a 90% tutoring attendance Staff Responsible for Monitoring: ED Specialized Learning Services; State & Federal Interventions & Operations Director; Office of School Leadership; Campus After-School Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses will implement and equitably support MTSS Strategy's Expected Result/Impact: 100% of campuses will: have an identified MTSS team, train and implement a minimum of two modules, and enter/track student progress in Frontline for students in the MTSS process Staff Responsible for Monitoring: ED Specialized Learning Services; State & Federal Interventions & Operations Director; Office of School Leadership; Campus MTSS Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and campus administrators will effectively develop master schedules and implement IEPs/PLAFFPs to increase the academic achievement of students receiving special education services Strategy's Expected Result/Impact: 100% campus master schedule ensures service minutes are delivered. Decreasing trend in course failure rate for 50% of campuses Increase STAAR Reading in current special education students from 24% to 29% and former special education students from 65% to 70% Staff Responsible for Monitoring: ED Specialized Learning Services; Director of Special Education; Office of School Leadership; Campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Elementary campuses will effectively implement MTA district-wide</p> <p>Strategy's Expected Result/Impact: 100% of students eligible for dyslexia services receive these according to the district adopted program. Increase in referral and identification rate to 4.5%</p> <p>Staff Responsible for Monitoring: ED Specialized Learning Services; Director of Special Education; Office of School Leadership; Campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will understand and effectively implement sheltered instruction strategies to increase achievement of Emergent Bilinguals (EBs)</p> <p>Strategy's Expected Result/Impact: 100% of campuses will develop an individualized plan to train and implement 4 of the 7 steps in the 21-22SY 75% of walkthroughs conducted by World Languages department will show evidence of implementation of sheltered instruction strategies</p> <p>Staff Responsible for Monitoring: ED Specialized Learning Services; Director of World Languages; Office of School Leadership; Campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Design, publish, and train (via Content Conversations) Priority Instructional Content and Resources (PICR) for all core content areas/all grade levels to support unfinished learning</p> <p>Strategy's Expected Result/Impact: 100% of PICR content is published on time according to C&I/WL publication schedule</p> <p>-----</p> <p>85% of applicable staff attend Content Conversations</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Office of School Leadership</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will have access to 10 exemplar lessons per core content grades K-12 aligned to TEKS & ALC framework</p> <p>Strategy's Expected Result/Impact: Publish 3-4 ALC exemplar lessons per core content/grade (K-12) per quarter. 520 lessons by November 2022</p> <p>Staff Responsible for Monitoring: Technology Integration & Innovation Curriculum & Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				



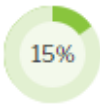
Strategy 8 Details	Reviews			
<p>Strategy 8: Campus leaders and coaches will implement eGROWE with Math and Active Learning Cycle teachers (placing coaching conversations in eSuite) with fidelity resulting in the badging of best practices</p> <p>Strategy's Expected Result/Impact: "Math teachers will receive 7 coaching touchpoints (5 coach session, 2 observations); ALC teachers receive 5 coaching cycles (pre-conference, observation & support, and post-conference) on the 4 focus BPs (Standards Alignment, Assessment/Formative Feedback, Differentiation, Small Group Instruction) by June 2022.</p> <p>-----</p> <p>Math and ALC teachers will earn 2-3 Growth Indicators per coaching session on the 4 focus BPs (Standards Alignment, Assessment/Formative Feedback, Differentiation, Small Group Instruction). 10-15 GIs by June 2022."</p> <p>Staff Responsible for Monitoring: Professional Learning Department</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Identify and provide training on new math screener for grades K-9</p> <p>Strategy's Expected Result/Impact: "Design professional learning strategy for new math screener by February 2022.</p> <p>-----</p> <p>Begin delivering professional learning to campus leaders and capacity teams by March 2022.</p> <p>-----</p> <p>Begin delivering professional learning sessions for teachers by June 2022.</p> <p>-----</p> <p>100% of K-9 students will be assessed and monitored using new math screener by September 2022 (BOY)."</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Office of School Leadership</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: Strategic Plan Performance Objective: College and Workforce Achievement


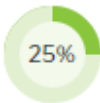




Performance Objective 1: All 12th grade AISD students will increase their CCMR point attainment from 44% to 46%.

Targeted or ESF High Priority

HB3 Goal

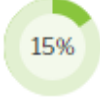

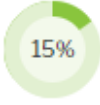




Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of Sheltered Instruction across CTE Courses</p> <p>Strategy's Expected Result/Impact: 85% of teachers will be trained and implement sheltered instruction.</p> <p>The percentage of EB students passing industry-based certification exams will increase by 5%.</p> <p>Staff Responsible for Monitoring: ED Transformational Learning, Director of Career & Technical Education</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: CTE teachers of courses aligned to industry-based certification exams will implement curriculum formative assessments in support of students' success on industry-based certification exams.</p> <p>Strategy's Expected Result/Impact: 90% of teachers will implement formative assessments.</p> <p>The percentage of students passing industry-based certification exams on the A-F accountability list will increase by 15%</p> <p>The percentage of EB students passing industry-based certification exams on the A-F accountability list will increase by 10%</p> <p>The percentage of SPED students passing industry-based certification exams on the A-F accountability list will increase by 8%</p> <p>Staff Responsible for Monitoring: ED Transformational Learning, Director of Career & Technical Education</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campuses will implement an intervention system to support student success on industry-based certification exams.</p> <p>Strategy's Expected Result/Impact: 100% of campuses will implement an intervention system for identified students.</p> <p>The percentage of students passing industry-based certification exams on the A-F accountability list will increase by 15%</p> <p>Staff Responsible for Monitoring: ED Transformational Learning, Director of Career & Technical Education</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: AP and IB English and math teachers will implement district level formative assessments to support student success on AP and IB Exams.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will implement formative assessments following the assessment window. Student participation data will be monitored on an ongoing basis.</p> <p>Qualifying exam scores will increase by 50% for students taking the exams. .</p> <p>Staff Responsible for Monitoring: ED Transformational Learning, Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide professional learning opportunities on differentiation and retention strategies to AP and IB math and english teachers.</p> <p>Strategy's Expected Result/Impact: 85% of teachers will participate in training.</p> <p>The percent of students receiving qualifying exam scores will increase by 50%. Retention in advanced courses will improve by 30%. Increase percentage of students in AP and IB courses participating in AP and IB exams by 3%.</p> <p>Staff Responsible for Monitoring: ED Transformational Learning, Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Campuses will implement intervention system for identified students taking the TSIA/</p> <p>Strategy's Expected Result/Impact: 100% of campuses will implement an intervention system for identified students.</p> <p>The percent of students receiving qualifying math, reading and writing TSI scores will increase by 50%.</p> <p>Staff Responsible for Monitoring: ED Transformational Learning, Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Expand the College Bridge program for identified students.</p> <p>Strategy's Expected Result/Impact: Increase the enrollment of identified students in College bridge by 50%.</p> <p>The percent of students receiving qualifying math, reading and writing TSI scores will increase by 50%.</p> <p>Staff Responsible for Monitoring: ED Transformational Learning, Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Campuses will be trained on the design and implementation of systems for monitoring the acquisition of student CCMR points.</p> <p>Strategy's Expected Result/Impact: 100% of high school campuses will implement CCMR monitoring systems.</p> <p>Percentage of CCMR points will increase from 46% to 49%.</p> <p>Staff Responsible for Monitoring: ED Transformational Learning, Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Expand the UWorld intervention program for identified AP students.</p> <p>Strategy's Expected Result/Impact: Increase the enrollment of identified AP students in the UWorld Intervention program by 50%.</p> <p>Qualifying AP exam scores will increase by 50% for identified students who take the exam.</p> <p>Staff Responsible for Monitoring: ED Transformational Learning, Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Strategic Plan Performance Objective: Leadership, Citizenship & Responsibility

Performance Objective 1: 100% of campuses will implement Social and Emotional Learning Framework

Strategy 1 Details	Reviews			
<p>Strategy 1: Jr. High teachers will implement S.E.L. standards within classroom instruction.</p> <p>Strategy's Expected Result/Impact: 75% of junior high teachers will designate a time to implement weekly classroom S.E.L. lessons for students, in alignment with the district S.E.L. scope and sequence.</p> <p>Student self-report S.E.L. competency scores will increase by 5% on the Social and Emotional Competency Assessment survey (SECA) compared to responses in the 2019 survey.</p> <p>Staff Responsible for Monitoring: Sr. Director of S.E.L.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: High School S.E.L. student expectations will be designed for 22.23 implementation.</p> <p>Strategy's Expected Result/Impact: A High School S.E.L. Task Force made up of at least 75% campus representation will be created and hold 7 collaborative meetings.</p> <p>New high school S.E.L. instructional recommendations will be adopted to begin implementation for the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Sr. Director of S.E.L.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The Care Clinic will expand to provide increased professional counseling for students and staff.</p> <p>Strategy's Expected Result/Impact: 30 licensed therapists will be hired to provide after-school counseling for students and staff in need of counseling services.</p> <p>The number of staff and students served by the Care Clinic will increase by 50%.</p> <p>Staff Responsible for Monitoring: Sr. Director of S.E.L.; Director of Guidance & Counseling</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Addendums