SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
FINDINGS AND DIRECTIONS

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1. TEACHING, LEARNING, AND EXPECTATIONS

Findings	Directions	Facility Implications	Staff Development Implications	$$$ Implications other than facilities
EXPECTATIONS 1.1. SAISD expects all students to graduate high school with the necessary skills in order to enter a post secondary institution or the work force.	• Provide all students with varied experiences and programs that help them to understand their future potential and to plan for post secondary opportunities and careers. • Closely monitor and support students academically so that they graduate from SAISD schools adequately prepared for college work or a career as a skilled professional. • Provide students with *a variety of* programs—*including career and technology education offerings*--that are relevant and engaging and that motivate them to stay in school and graduate.	**Critical:** Provide "state of the art" classrooms. Technology focused (communication tools, phones), large rooms w/sinks, locked storage for teachers and students, movable tables for stations and group work, closets and shelves **Necessary:** **Important:** Provide specialized appropriate teaching spaces for curriculum to be presented. Ex: science, art, general learning, equip schools with gardens and greenhouses, space for guest speaker presentations, technology that allows access to learning software	•	
METHODS OF TEACHING 1.2. Learning must begin with foundational skills in reading, writing and mathematics for all students. Those skills should be integrated across all core and elective subjects, where and when appropriate, for students to make connections in their learning. Various methods of teaching should be utilized to develop abstract reasoning and higher level thinking skills and optimize learning for all students.	• The primary delivery of effective instruction is the role of the teacher. • All instructional staff should be trained in the teaching of the foundational skills in reading, writing and mathematics and appropriate integration of those skills into all core and elective subjects. • Curriculum should be organized in a rigorous and challenging manner. • Curriculum and sequence of teaching should be consistent across all SAISD Schools. • PK-2 teachers should teach all subjects, allowing for flexible time between subjects and natural integration of learning. • Teachers who teach specialized subjects should deliver instruction in each subject area, providing integration when and where appropriate.	**Critical**: Provide equitable and adequate instructional environments and professional training/support facilities science rooms at each elementary school **Necessary**: Provide a "district" professional development center, equitable, appropriate teaching environments throughout the district **Important**: Provide specialized spaced for: PE, music, art, special education, science, community support Include parent/teaching conference spaces – one per grade Spaces for auditory, visual, physical assessment Wireless schools w/power		

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	• Common planning time and space should be provided for instructional staff to collaborate with others in professional learning communities to understand how to teach foundational skills and to ensure appropriate integration. • Various methods of assessment should be used, including the use of technology.			
1.3. Teachers should inspire and motivate students to become active participants in the educational process	• Instruction should include hands-on activities. • Teachers should use effective, creative and innovative project-based instruction to develop higher learning. • Students should use higher order thinking to solve problems across all disciplines.	**Critical**: **Necessary**: Flexible classrooms, adequate storage and shelving, table seating, water, adequate lighting and HVAC controls, larger classrooms, windows, technology **Important**:		
1.4. Instruction should connect to life/job skills beyond academics in preparation for real world experiences.	• The curriculum should include appropriate opportunities for field trips, mentors, professional/career speakers, and parent and community involvement. • Teachers should be provided time for collaboration and partnerships with community experts. • Feedback should be sought from business and community partners to ensure that curriculum and instruction is relevant and applicable to the real world.	**Critical**: **Necessary**: **Important**: One or two assembly/lecture spaces		
STUDENT NEEDS 1.5. Instruction must be equitable for all students by addressing individual needs in a variety of learning environments.	• Teachers should participate in training in order to be able to develop and deliver instruction considering the varied learning styles and needs of their students. • Provide students access to technology to assist individual learning needs. • Provide facilities for small group and large group instruction.	**Critical**: **Necessary**: **Important**: Community/instructional computer rooms		
1.6. The needs of students, beyond academics and the classroom, should be addressed while still allowing teachers	• Campuses should provide opportunities--physical and programmatic--for the provision of	**Critical**:		

the opportunity to focus on high quality instruction.	social services on school grounds by governmental or non-profit social service providers. • Opportunities should be provided, and secondary students should be encouraged to participate in at least one club/organization that promotes student leadership and a sense of belonging to the campus.	**Necessary**: **Important**: Integrate areas that support community organizations as well as health and social programs, space for a community service coordinator		
BEYOND SCHOOL AND SCHOOL DAY 1.7. Learning should extend beyond the school and the school day.	• Offer opportunities for students to learn in non-traditional ways including: o partnerships with the business community to provide mentorships for students o on-line courses o service learning o extended day, week, year. • The district should provide opportunities for continuous learning as opposed to traditional/seasonal learning. • Modified calendars and varying length school days for instructional delivery should be considered.	**Critical**: **Necessary**: **Important**: On site communities mandate aspects of year-round facilities operations Inclusion of community programs provides for the flexibility and probability of providing year round school Organize schools to provide flexi9ble operations: example: traditional school, community center; after-hour day care; community wellness/health centers and enrichment centers		
STAFF 1.8. SAISD must recruit, develop and retain a diverse and highly qualified staff.	• Hiring practices must reflect our commitment to recruit quality teachers early in the process to fill every vacancy. • Strive to recruit highly qualified staff that mirrors the student population. • Support teachers in their learning so that they can maintain their expertise/experience and bring rigor and relevancy to the classroom. • Provide a competitive compensation and benefits package. • Teachers need to have the time and space to collaborate with each other to learn from each other and to plan effective lessons • Teachers should be trained to provide opportunities for students to apply learning to real world situations and experiences.	**Critical**: **Necessary**: **Important**: At each campus, provided space for: a. newcomer center (designed for students, parents and families), b. new teacher orientation, c. new student testing center (alternative to onsite newcomers center) Districtwide professional development center for: recruiting, orientation (teacher/ parent), testing center, faculty training Provide conference spaces at each campus to facilitate on-site learning and collaboration with level five teachers		

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2. TECHNOLOGY

Findings	Directions	Facility Implications	Staff development implications	$$$ implications other than facility
USE OF TECHNOLOGY FOR LEARNING 2.1. Technology should be used to achieve educational goals and objectives. Technology is defined as a tool to be used to understand, promote, manage, and organize curriculum and instruction; technology should make teaching and learning more efficient.	• Routinely assess all technology initiatives against the SAISD mission, goals and objectives. • Integrate technology into the curriculum in all areas. • Use technology to teach higher level thinking, problem solving, and research • Each student should have technological access to district information and curriculum based learning environment.	**Critical**: • Dedicated areas for tech access – libraries, labs, classroom areas, etc **Necessary**: • Adequate secured storage for new technology/equipment that are part of new technology initiatives • Adequate elec/data connections for all equipment **Important**: • Equity of campuses – look at student population numbers to dictate equipment, supply, spaces, etc. • User friendly web access • Flexibility of use of space while still secure • Wireless capacity	• Assessment – follow up – who's doing it? • Teacher tech. training maintenance • Show teachers how to access – user friendly	
2.2. Technology must be used to extend learning beyond the classroom so as to expand learning opportunities in collaboration with global partners.	• Use technology in the classroom for students to communicate and learn globally	**Critical**: • If we want students to used technology, then provide it in the classroom and make it easily accessible to teachers **Necessary**: • Technology should be an important consideration/contribution in room layouts/design, classroom comp. labs, libraries, etc. • Make facility decisions based upon best student learning environments – not what is "easiest" or "inexpensive" or "most convenient" **Important**: • Internet access within each space • Projectors mounted in each classrooms – carts are cumbersome • Learning globally via internet – room wired to facilitate global learning • Strategically placed electrical access – floor access prevents cable tripping	•	

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		hazards		
STUDENT AND TEACHER ACCESS 2.3. Every student and teacher will have access to an inventory of equipment and software that ensures that it meets the technological needs of the curriculum and supports higher levels of teaching and learning.	• All students and teachers should have access to state of the art multimedia capabilities in every classroom. • Each student should have their own personalized connectivity device for their educational use. This device would integrate with the school learning environment.	**Critical**: **Necessary**: • Secured storage for equipment **Important**: • Electrical/connectivity access for all personalized devices • Space/connectivity available to students (to keep in compliance w/grants) in each classroom and campus ("Reading First")	• Assess usage and equipment	
TEACHER TRAINING 2.4. Teacher professional development and curriculum development must precede and support the introduction of new technologies.	• Teachers should be accomplished in instructional delivery using technology by participating in on-going state of the art, vertically aligned training • Monitor the implementation of technology professional development in the classroom	**Critical**: • Technologically flexible space (elec./data outlets, etc.) to support tech. development (no corner computer centers) **Necessary**: • Room layout to be conducive to technology applications **Important**: •		
INFRASTRUCTURE AND SUPPORT 2.5. Infrastructure and equipment should support seamless integration of technology into teaching and learning.	• Provide current infrastructure that enables creation and facilitation of online learning communities for multiple intersecting audiences (e.g. administrators, parents, students, teachers, school community within and outside the District). • Provide each classroom with Internet connections that enable global communication and collaboration. • Provide sufficient IT support to maintain all technology initiatives and infrastructure	**Critical**: • All classrooms (regardless if they're in mail building, portable, etc.), should be wired/connected in an equitable manner **Necessary**: **Important**: • Secured electronic equipment storage space for portables, • Technology equity (elec/data/internet access) within the portables	• Need more IT staff to sufficiently service the District	• Adequate budget/$ for tech. upgrades/ maintenance • Individual IT staff per campus?
COMMUNITY ACCESS 2.6. All SAISD students should have 24/7 access to current technology tools both within and outside of the school building.	• Provide access to computer labs and equipment to students for extended hours. • Engage community leaders, business partners, parents, and stakeholders to	**Critical**: • Dedicated rooms for parent/community learning – flexible space for different functions/classes, etc. – "autonomous facility" with separate restrooms	• Who runs the 'parent center'? • Scheduling…	

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	create a master plan for wireless access across the City 24/7 for entire SAISD community. • Provide ongoing parent/community professional learning to access, utilize, and implement current technology tools for real-world learning.	**Necessary**: • Secured access to specialized "extended hour" areas (libraries, gyms, etc.) **Important**: • HVAC/lighting/restroom facilities available to "extended hour" areas • Camera security for "extended hours" • Facilities need to be conducive to the training/classes they will be holding (ex: training) •		
BUDGET 2.7. A dedicated technology budget will ensure that every student and teacher has access to an inventory of equipment and software that supports teaching and learning.	• Technology and curriculum experts within SAISD should meet regularly to determine appropriate technology purchases that support the evolving curriculum. • The SAISD should establish a funded dedicated technology budget that includes the annual purchase of equipment and software, communications, staffing, teacher training, maintenance, and the periodic systematic upgrade of systems. • The SAISD should use this dedicated technology budget to embark on a 5-year rolling replacement and/or upgrade plan.	**Critical**: • Facilities should be able to support (electrical/data/etc.) the tech. purchases that are part of evolving curriculum **Necessary**: **Important**:		• $ allocated for infrastructure upgrades

3. SCHOOL SIZES AND GRADE LEVEL ALIGNMENT

Findings	Directions	Facility implications	Staff development implications	$$$ implications other than facilities
GRADE LEVEL ALIGNMENT 3.1. Grade level alignment affects student learning and opportunities.	• Elementary school – PK-5 • Middle school – 6-8 • High school – 9-12 • PK – 8 campuses should be provided only with special provisions.	**Critical**: • School must have spaces for all programs available • Spaces must be of appropriate sizes and age appropriate • Modify current grade level alignment to PK5, 6-9, 9-12 and speci8aql emphasis schools	•	• Staffing

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		Necessary: • School size must be appropriate for number of students **Important**:		
SCHOOL SIZE 3.2. Elementary and middle school size impacts student learning, affects opportunities for students to experience specialized instruction, and affects opportunities for students to participate in activities.	• Elementary school enrollments should be maintained between 600-800 students. • Middle school enrollments should be maintained between 900-1100 students.	**Critical**: • Consolidate schools • Modify or replace existing schools for recommended enrollment • Provide flex capacity to accommodate enrollment change **Necessary**: • Modify attendance boundaries **Important**:	•	• Staffing • Transportation
3.3. High school size impacts academic and elective opportunities for students and the ability for students to receive a well-rounded education in academics, athletics and fine arts that leads to college and career success.	High school enrollments should be maintained between 2000 - 2500 students.	**Critical**: **Necessary**: **Important**:	•	• Staffing • Transportation

4. ORGANIZATION OF INSTRUCTIONAL SPACES and TEACHER WORK SPACES

Findings	Directions	Facility implications	Staff development implications	$$$ implications other than facilities
INSTRUCTIONAL SPACES 4.1. Students learn best in small learning communities.	• Elementary schools should provide separate spaces for each grade level. o Common areas should be provided that can accommodate all students in a single grade level. • Middle school students and staff should be organized to foster relationships that support academic excellence through grade level academic teams to include one of each of the core academic teachers on each team. • High school students and staff should be organized to foster relationships that support academic excellence	**Critical**: • Modify facilities to provide complete access for special needs students to all programs and services – elevators, ramps, PE access, etc. **Necessary**: • Academic teams must be housed contiguously (MS and HS) **Important**: • Renovate existing or add new instructional common space to accommodate students in a single grade (elementary)	• Effective strategies for grade level instruction (ES) • Strategies for teaching students with disabilities to learn general education curriculum	• Staff development • Space requirement

	through 10-12 grade houses or career academies • Students with disabilities must have access to the general education curriculum to the maximum extent possible with appropriate supports. • Those students receiving an alternate curriculum must have access to a specialized learning environment.			
4.2. The configuration and organization of instructional spaces are essentially related to varied teaching and learning methods.	• Space should be adaptable, able to be quickly rearranged in a variety of effective ways • Every classroom should be of adequate size to provide areas for additional small group instruction. • Each school needs at least one large common area/multi purpose classroom with tiered seating for large group instruction • Small instructional spaces should be provided for special instruction and/or testing. • Every room should have full access to any/all technology for instructional staff and students • Natural lighting should be included in hallways, central spaces and in as many classrooms as possible • Classrooms should have a physical environment that supports positive learning	**Critical**: **Necessary**: • Provide flexible space • Large common area with tiered seating **Important**: • Adequate size • Small instructional spaces • Campus wide technology access • Maximize use of natural lighting • Aesthetically pleasing classrooms	• Training for small group intervention • Technology training • Classroom management and organization	•
TEACHER WORK SPACES 4.3. Teacher work spaces should provide the necessary space for effective teaching and collaboration with other teachers.	• Teachers need dedicated classroom space where materials and supplies are readily available. • A teacher conference area should be provided in each grade level at elementary, intermediate, middle and high school for teachers to work together and collaborate with each other.	**Critical**: **Necessary**: • Assigned space for all instructional personnel **Important**: • Dedicated space for teacher conference at each grade level •	• Collaborative teamwork •	•
STUDENT STORAGE 4.4. Students need adequate storage accommodations in all areas, including the instructional, physical education and	• Storage must be flexible and easily reconfigurable to accommodate changing requirements. • Certain areas, such as fine arts, CTE	**Critical**: **Necessary**:	•	•

athletic areas. They do not need personal, locking storage (lockers).	(where necessary), athletic and physical education areas must have locking storage that can be shared.	• Storage must be flexible and reconfigurable (at ES) **Important**:		

5. ADDITIONAL SCHOOL TYPES

Findings	Directions	Facility implications	Staff development implications	$$$ implications other than facilities
5.1. Magnet programs provide specialized instruction for students, but they require students to be removed from their home campuses, are limited in class size and limit access to after-school programs	• Each current magnet and cluster program should be evaluated for alternate means of delivering specialized instruction. • Virtual/online instruction should be considered as a way to deliver specialized instruction currently being offered through magnet programs. • Provide appropriate district facilities for students with disabilities.	**Critical**: • **Necessary**: • Material storage (hands on) related to curriculum needs **Important**: • Display information about "student success stories" and college/ university material; feeder high school • Elementary facilities must provide a foundation in o Adequate space/accommodation o Curriculum centers o In the classroom development o Group work • Elementary online instruction should include o Large screen/display in the classroom o Audio support6 o Video connectivity (2-way)	• Define alignment relative to goals specifically related to magnet programs	• Transportation/access to off campus • Field experiences, i.e. corporate partnerships

7. VISUAL AND PERFORMING ARTS

Findings	Directions	Facility implications	Staff development implications	$$$ implications other than facilities
7.1. Fine arts education is an essential part of the learning process. Visual arts and music should be an opportunity afforded every student of the district, beginning in the elementary level.	• Visual arts and music should be included as a required part of the curriculum at the elementary school level. All middle and high school students should have visual arts as an elective option. • Adequate certified staff, materials and equipment must be allocated to implement the required visual art	**Critical**: Art room at every elementary campus: • Storage, storage, storage • Technology for teaching display • Sinks • Material storage: vertical shelving, drying racks, flat files • Kiln room, including kiln, ventilation, shelving, dedicated sink	• Performance set-up (staffing need for cafeterium equipment) • Adequate staff to support programs at ES campus	• Adequate supply budget • Shared materials? • District-wide

	instruction. • A minimum expectation for elementary school should be one 45-minute visual arts class per week.	• Display – art 'gallery', 2D and 3D work • Cases (lit) outside classroom for work (lockable/secure) preferred classroom only access Music at elementary level • Space – large rooms • Instruments, usage • Instrument storage • Early elementary usage • Upper elementary usage • Separate orchestra room • Acoustical separation • Necessary acoustics for recording • Recording and broadcast equipment • Riser availability (and storage space) • Technology – music notation i.e. music lab • Piano in teaching space • Piano in performing space • Piano lab (technology) • Multi-purpose room: guest speaker, performance, film-separate from or additional to cafeteria, and not in lieu of a cafetorium • Could be combined with cafetorium for enlarged performance space • Feasible access for visitors **Necessary**: **Important**: • Natural light and task lighting • Work surfaces/stations (appropriate to elementary) including easels • Adequate clean-up for i.e. floor drain, capabilities in classroom • Student storage (i.e. projects) • A/V component, i.e. art appreciation • For art in the classroom, storage, shelving • Sinks • Tack wall for display • Audio equipment (and video) • Barrier free (ADA), appropriate		

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		access to stage • Acceptable sound system • Appropriate, adjustable lighting • Flexibility in seating options in cafetorium • Including storage for tables/chairs • Adequate space •		
7.2. Students should be able to participate in the appropriate academic offerings as well as the arts without having to sacrifice one for the other.	Teacher and student scheduling should be coordinated between feeder campuses to allow performing arts students to pursue both arts and advanced academic class work.	**Critical**: **Necessary**: **Important**:	• Full-time art • Full-time music • Available staff for orchestra program	• Supplies – consumables
7.3. Fine arts programs should be equitable across arts disciplines.	Visual, Theater Arts, and middle school music facilities should be raised to the current standards of the district's high school music facilities.	**Critical**: • **Necessary**: Theater Space • At elementary, have adequate space in the classroom to incorporate into the curriculum; flexibility **Important**: • Storage (shared) for costumes, backdrops, linked to multi-purpose spaces • A/V component • District-wide performing art space availability • Adequate parking • Support/district offices	•	• Maintenance (i.e. instrument repair) and replacement
7.4. Student participation in visual and performing arts will be enhanced with appropriate facilities.	• An auditorium should be provided at each high school that meets UIL standards for One Act Play and Concert and Sight Reading • Rehearsal and storage space should be provided for all performing groups • Fine arts classrooms with adequate storage should be provided for teacher and student materials • Band should have an impervious surface practice area for marching	**Critical**: **Necessary**: **Important**:	• Place for district-wide functions availability • Adequate parking, support, district offices • Professional development • Funding for specialized training i.e. Kodaly, art, i.e. digital imagery • Funding and hiring teachers with specialized skills, to teach or train •	• Risers

	rehearsals and contests			

8. PHYSICAL EDUCATION AND ATHLETICS

Findings	Directions	Facility implications	Staff development implications	$$$ implications other than facilities
8.1. Elementary health and physical education are important in developing the whole child.	• P.E. instruction should be structured daily and taught by certified P.E. teachers. • P.E. instruction should provide exercise programs as well as sports knowledge and skills. • Health should include nutrition and information for a healthy lifestyle (integrate into P.E.). • Appropriate equipment should be provided to implement the curriculum. • Indoor and outdoor space should be provided for instruction	**Critical**: **Necessary**: • Equipment storage • Playground equipment for elementary **Important**: • Gym, air conditioned (existing; for any new facilities) • Seating for intramural sports (within school) • For display - bulletin boards in gym, white board, sound system • Padding, safety equipment • Flooring – vinyl tile is acceptable at elementary, for multi-purpose use • Equipment for physical fitness and space • Team sports • Restrooms nearby – with changing facility, student storage • PK-8 campuses should have comparable middle school faci8lities • A/V system in gym for video Health component • May be a separate classroom adjacent to/off of gym • Sink • Similar to gym – A/V system, material display • Teaching station with display i.e3. overhead mirror, technology for demonstration • Access to physical fitness equipment • Food preparation/instruction (sink counter space, clean-up, disposal) Outdoor activities • Walking track • Soccer goals (field) • Outdoor equipment storage	• Adequate, full-time staff based on number of students	• Replacement of outdated broken/ worn-out equipment

		• Play surfaces i.e. four-square • Covered area component at play surface • Lower elementary and upper elementary • Fall material i.e. gravel or mulch • Separation from other (older) play areas • Grass field • Basketball • Outdoor area available to neighborhood use • Surveillance capability • Outdoor bleachers • Outdoor lighting (use and safety) • Restroom access • Water fountain for outdoor use		
8.2. At the middle school and high schools a healthy physical education program should be promoted by placing an emphasis on fitness for life as well as organized sports.	• Students should be introduced to a health/life-skills curriculum with an emphasis on a healthy life style. This could be incorporated with a unit of classroom instruction emphasizing diet and nutrition. • Students should also be introduced to units of physical fitness and team sports. Lifetime sports should also be introduced into the curriculum. • Two air conditioned gyms should be provided at each middle school with adequate seating in the competition gym • Football/soccer fields should have adequate seating. • Each middle school should have at least 4 tennis courts. • Locker rooms at the middle schools should have adequate support facilities.	**Critical**: **Necessary**: **Important**:	• Training/professional development	•
8.3. Appropriate facilities should be provided to allow all students to have the opportunity to select to participate in any UIL sport.	• Two gyms should be provided at each high school with seating to comfortably accommodate the student population • Lighted practice fields with bleachers should be provided at each high school to comfortably accommodate	**Critical**: **Necessary**: **Important**:	•	•

	the student population (football, soccer and track) • All weather tracks should be provided at each high school • Lighted practice fields for softball and baseball should be provided at each high school • Each high school should have at least 8 lighted tennis courts • One field house should be provided at each high school for both males and females with support facilities • Provide a facility for cheerleading and drill team.			

9. SPECIAL PROGRAMS

Findings	Directions	Facility implications	Staff development implications	$$$ implications other than facilities

FOREIGN LANGUAGE/BILINGUAL/ESL
9.1. Multiple languages should be integrated within the school curriculum, K-12.
	• Incorporate a dual language program in all elementary grade levels.
	• Recruit teachers with certification in Bilingual Education and provide necessary dual language training.
	• All middle school and high school students should be provided a variety of foreign language offerings.
	• Make available a multimedia learning language lab to support the students in second language acquisition.
		Critical:
		
		Necessary:
		• Classrooms with integrated multi-media capability
		  o Wireless, outlets (elec), projector and screen, visual to other places
		  o Quiet area w/headsets
		  o Capable of accepting new technology
		  o Natural light in classrooms
		
		Important:
		• Replace sub-standard facilities
		• Proper planning and coordination to assure well-equipped facilities (no plants or TV hangers)
		• Storage, shelving for resources
		• Space for individual (or tutor) work
		• Changing/washroom, near nurse, on ground level
		•
			• Dual language – overview for entire staff
			• Specific teachers assigned will receive ongoing PD
			• Provide program overview for HR
			• PD for core contents to support ESL teachers
			• Integration of technology within instructional day
			• Assessment training for staff identification assessment
				•

GIFTED AND TALENTED AND SPECIAL EDUCATION 9.2. Gifted/Talented and Special Education Programs should expand the	• Require G/T training for all teachers at all grade levels. • Provide resources and training that support differentiation of instructional	**Critical**: • Training space for all teachers/staff w/adequate parking	• 30-hr and 6-hr updates require ongoing PD • Presenters for differentiation o Ann Tomlinson	• Stipends or substitute pay • Refreshments • Training resources • Substitute pay

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learning opportunities to support students in reaching their full potential.	strategies. • Support collaboration between teachers and paraprofessionals to ensure that all subjects are taught at the appropriate learning/grade levels • Ensure access to the general curriculum to the maximum extent possible in order to meet the challenging expectations that have been established for students with disabilities.	**Necessary**: **Important**: • Special space at identified campuses for individual, special, equipment for students (planned, not converted) • Collaboration space for teachers and paraprofessionals o Large space with breakout rooms (confidential conferences) o Resource integral o Elective spaces for students • Facilities must be readily accessible (beyond ADA requirements) o Adaptable furniture througho9ut o New chairs very heavy – issues with school lifts, doorways, etc •	o Dr. Virginia Riojas • Training for paraprofessionals during academic day •	
EARLY CHILDHOOD 9.3. Instruction at an early age enables students to more fully develop their potential and provides them opportunities for academic achievement.	• Expand the Early Childhood program to all three and four-year olds regardless of income • Collaborate with, and garner the support of, governing agencies (city, state, and federal) for funding • Require certified teachers for Early Childhood • Provide facilities and equipment that are age appropriate to include classroom and playground space and equipment.	**Critical**: • Master plan for each campus, allowing for growth, assuring space for all programs **Necessary**: **Important**: • Classroom space for early childhood programs (with bathrooms) • Playgrounds and equipment (accessible, age appropriate) and storage • Use spaces for use it was designed for – assure adequate space for all uses • Strategic planning for boundaries • Centers should meet minimum state licensing standards (including custodial closets, access to cafeteria, prep areas) • Protection from weather • Assure safety in campus travel	•	• Purchase and set-up age appropriate classroom and playground equipment

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10. COUNSELING AND ADVISORIES

Findings	Directions	Facility implications	Staff development implications	$$$ implications other than facilities
10.1. All PreK-12 students should have access to a quality, comprehensive developmental guidance and counseling program through clearly defined roles and responsibilities of the school counselor.	• The counselor - student ratio should be 1:300. • Counselors must engage students often and early to support college and career awareness and readiness • Counselors should focus on all aspects of academic, career, and personal/social development. • Counselors will provide early intervention services to meet the social and emotional needs of students through implementation of the guidance curriculum, and individual and group counseling. • Counselors will be proactive in providing system support through collaboration with staff, administration, parents, and community agencies to advocate on behalf of students. • A Counseling Center will be centrally located on the campus. • All secondary campuses will have a GO Center that is accessible to students and parents located within the Counseling Center. • A PK-12 character education component must be implemented consistently district-wide. • A secure Student Academic and Guidance Management System will be created to allow multiple counselors access to all student college readiness records and social service history that tracks students through post-secondary completion.	**Critical**: • "GO"/parent resource center (Need parent resource center) • Need district welcome center o Registration o Central records o Assessment (bilingual) o Lunch applications o Uniforms o Magnet, college info o Market, recruit materials o Mentor sign-up o Transportation o Community and health services o SAISD directory, campus info o Cap and share **Necessary**: • Develop a counseling/support hub, hear admin **Important**: • Offices for counselors – need reception/waiting area • Group counseling space • Spaced for social worker • Space for parents • Meeting space (large room and breakout rooms), crisis room • Classroom for small, special groups w/dedicated materials and storage • Furniture – conducive to small groups, i.e. soft, comfortable sedating, round tables, no accordion partitions, need acoustical privacy • Social, presentations, access to restroom, access to internet and technology, mentor meetings, educational not institutional • Coffee kiosk – check out GED info, college info	•	•

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		• Locate near library • Like a "one stop" center – info on all servers • Safety critical – check-in/out is controlled, maybe has its own entry, able to separate from instructional areas • Adequate parking • Files – secure records storage (room) • Central location • Counselors need better equipment (computers, printers) • Changing/washroom, part of nurse's office, on ground level (for 9.2) •		
10.2. The level of support required to meet academic, social, emotional, and college/career needs of students should be shared by every adult on the campus.	• Counselors should support administration in creating an environment that fosters personal relationships among adults based on the core values that in turn provides them with tools to build relationships with students. • Advisories or other structures will be implemented to personalize the learning environment and connect students to at least one adult in the building. • Advisory teachers should be assigned to develop relationships, apart from teaching responsibilities, with the same group of students for 3 yrs in middle school and 4 years in high school.	**Critical**: **Necessary**: **Important**:	•	•
10.3. Additional support should be provided to campuses in emergency situations	• A district level crisis team must be highly trained to provide immediate response services to students and staff in emergency situations.	**Critical**: **Necessary**: **Important**:	•	•

11. SAFETY AND SECURITY

Findings	Directions	Facility implications	Staff development implications	$$$ implications other than facilities
11.1. Safety is essential to learning at all	• Security video cameras must be	**Critical**:	• Develop safety/security operational	• Provide a consistent ID badge

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levels	extended to middle & elementary schools and raised to state-of-the-art police standards to include additional technology, access control or personnel. • District-wide ID badges should be required for all students and staff. • Provide district wide standardized visitor management plan. • Provide an automated phone system for reporting time sensitive, security and crisis related information to parents	• External/internal cameras • Well-defined access control points • Centralized reception area in administration suite immediate upon entry to support visitors' management system/signage **Necessary**: • Provide infrastructure to support an automated phone system **Important**: • Secure perimeter • Sensitive to maintaining a welcoming environment • Layout that provides visibility by staff •	procedures • Provide safety/security training and operational •	program • Provide necessary staffing at critical entry points
11.2. Our investments in technology must be protected.	Technology expenditures should include tracking or other sorts of recovery software.	**Critical**: **Necessary**: **Important**:	•	• Provide necessary funding for purchase of tracking devices
11.3. Life safety infrastructure must be consistent across all campuses, effective and efficient	All school buildings must at a minimum be audited and updated to eliminate any physical risks to students or staff.	**Critical**: **Necessary**: • Risk management plan to eliminate physical risks in accordance with Senate Bill 11 **Important**:	•	• Provide necessary funding to implement audit and support findings

12. AGING SCHOOL FACILITIES

Findings	Directions	Facility implications	Staff development implications	$$$ implications other than facilities
12.1. Older facilities can impose significant restrictions on the District's ability to provide a safe and appropriate learning environment for students. New construction is often more cost-effective than renovation.	When evaluating the renovation versus replacement of a building the District should consider both short and long term benefits and costs**.** If the renovation/replacement ratio exceeds 60% the District should replace the facility.	**Critical**: **Necessary**: • Renovation is needed – less than 60%. If ratio exceeds 60%, replace facility.	•	•

ELEMENTARY

		• Issue: historical significant buildings may require different criteria. **Important**:		
12.2. Facilities maintenance and preventive maintenance should be adequately funded.	The District should establish a capital renewal program based on the life cycle of assets and building systems.	**Critical**: **Necessary**: **Important**:	•	• Provide adequate funding for a capitol improvement
12.3. Long-term efficiency should guide the selection of mechanical systems.	The District should evaluate the implementation and use of alternative energy sources.	**Critical**: **Necessary**: • Explore energy efficient technology i.e. green buildings, solar panels, etc. Long term. **Important**:	•	• Signage (directional) funding is needed

13. SCHOOL AND COMMUNITY

Findings	Directions	Facility implications	Staff development implications	$$$ implications other than facilities
13.1. Community investment in schools enhances student and community development.	• Schools should be accessible for extended hours to all community patrons. • A comprehensive adult continuation education program should be extended to all communities. • The District should offer presentations of District progress/programs to community based organizations on a regular basis. • Facilities should allow for student produced, family friendly entertainment options (including cultural and sports events) • The schools should designed in an arrangement that accommodates public access and yet protects school assets • Partner with external organizations to	**Critical**: • Building design needs to facilitate extended hour accessibility (separate, entry, mechanical systems, building, etc.) • Create one stop centers to provide health and social services to families **Necessary**: • Extended library utilization time **Important**: • Separate cafetoriums • Building design must provide pod(s) of classroom for community use after hours that also promotes continuum of safety and security • Create parent centers to effectively engage parents in the schooling	• Staff development focus but practice of community development and engagement	• Develop partners with community and governmental entities to maximize funding opportunities •

ELEMENTARY

	create and sustain opportunities for community based programs and services. • Provide the infrastructure to allow for the location of health and social services organizations within the building.	process •		
13.2. School districts should aggressively pursue business and corporate communities.	• Further develop the work of the Educational Foundation and ensure that it is aligned with other district community efforts • Create business based mentor opportunities	**Critical**: • Provide space to support mentoring, individualized counseling, support programs, clinical case workers probation officers, etc. **Necessary**: **Important**:	•	•