



Continuity of Services and ESSER Enhancement Plan

April 2022



Dr. Robert Jaklich
INTERIM SUPERINTENDENT OF SCHOOLS

WORKING DRAFT

Vision

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all of our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

The Continuity of Services and ESSER Enhancement Plan is available in English and Spanish. To request the document in another language, please call 554-2279 Extension 54236.

Click on the links below to access components of the plan and additional resources.

[SAFE RETURN
TO IN-PERSON
LEARNING AND
CONTINUITY
PLAN](#)

[ESSER
AREAS OF
FOCUS](#)

[STAKEHOLDER
ENGAGEMENT](#)

[STAKEHOLDER
SURVEYS](#)

[SOCIAL AND
EMOTIONAL
SUPPORT](#)

[ADDITIONAL
INSTRUCTIONAL
TIME](#)

[ADDITIONAL
RECOVERY
SUPPORT](#)

[SAFETY AND
PROTECTION](#)

[ACADEMIC
INSTRUCTIONAL
CONTINUITY
PLAN](#)

[ESSER SURVEY
DATA](#)

[ESSER
WEBPAGE](#)

Non-discrimination Statement

It is the policy of San Antonio ISD not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, gender expression, sexual orientation or disability in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended, and SAISD's board policies DIA, FFH, and FFI.

Es norma del distrito de San Antonio no discriminar por motivos de raza, color, religión, origen nacional, sexo, identidad de género, expresión de género, orientación sexual o discapacidad, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda, y las pólizas DIA, FFH, y FFI de la mesa directiva de SAISD.

Letter from the Interim Superintendent

Dear SAISD Family Member,

As I travel across our amazing school district, I am constantly reminded just how fortunate we are to be surrounded by such bright articulate students, outstanding dedicated teachers and staff, a visionary Board of Trustees, parents who truly desire the very best for their children, and business and community partnership members who are committed to making a difference in the lives of our students.

In SAISD, we are family, and we care deeply about your child's future. We are committed to providing your child with the educational opportunities and the social emotional learning support that ensure a future of hope and endless possibilities. Through federal funds granted to us through the American Rescue Plan (ESSER), we are expanding access to social workers and social-emotional specialists. We are ensuring students of all ages have grade-appropriate instruction on mental health, and through community partnerships we are distributing even greater resources.

Throughout this pandemic, SAISD has taken the lead in ensuring our learning environments are as safe as possible for our children and educators. We have implemented sound strategies and best practices in science. We encourage mask wearing, coordinate vaccination clinics, and provide weekly COVID-19 testing. We also follow social distancing, sanitation, and ventilation protocols.

By working together, we will plan, cultivate, and create a system of excellence across our 79 square miles. We are committed to creating quality learning environments, quality instructional programs, and quality opportunities that allow all students to reach their maximum potential.

As you review this important information, you will see that we have consulted with the following entities in our quest for excellence:

- Texas Education Agency
- San Antonio Metropolitan Health District
- Centers for Disease Control and Prevention (CDC)
- Aspen Institute for Education & Society
- Council of Chief State School Officers
- Council of Great City Schools

On behalf of our Board of Trustees and the entire SAISD, we thank you for your choice to serve as a champion for our children and for making the impossible, possible.

Sincerely,

"Dr. J"

Robert Jaklich, Ed. D.

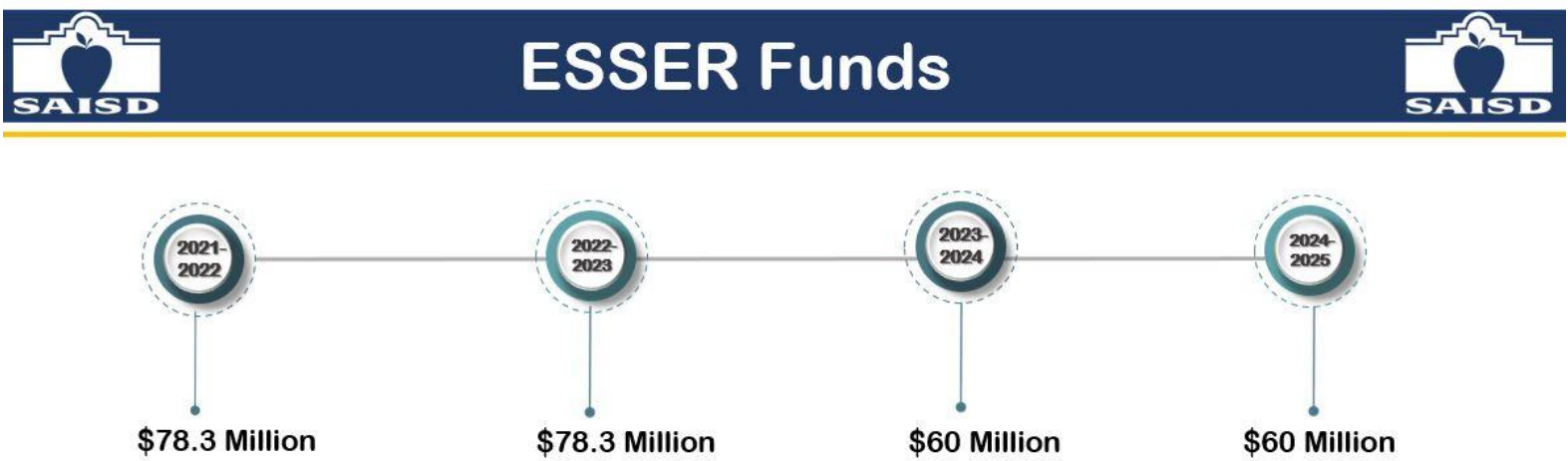
"Live as if you were to die tomorrow. Learn as if you were to live forever."

~Mahatma Gandhi

Elementary and Secondary School Emergency Relief (ESSER) Funds Timeline

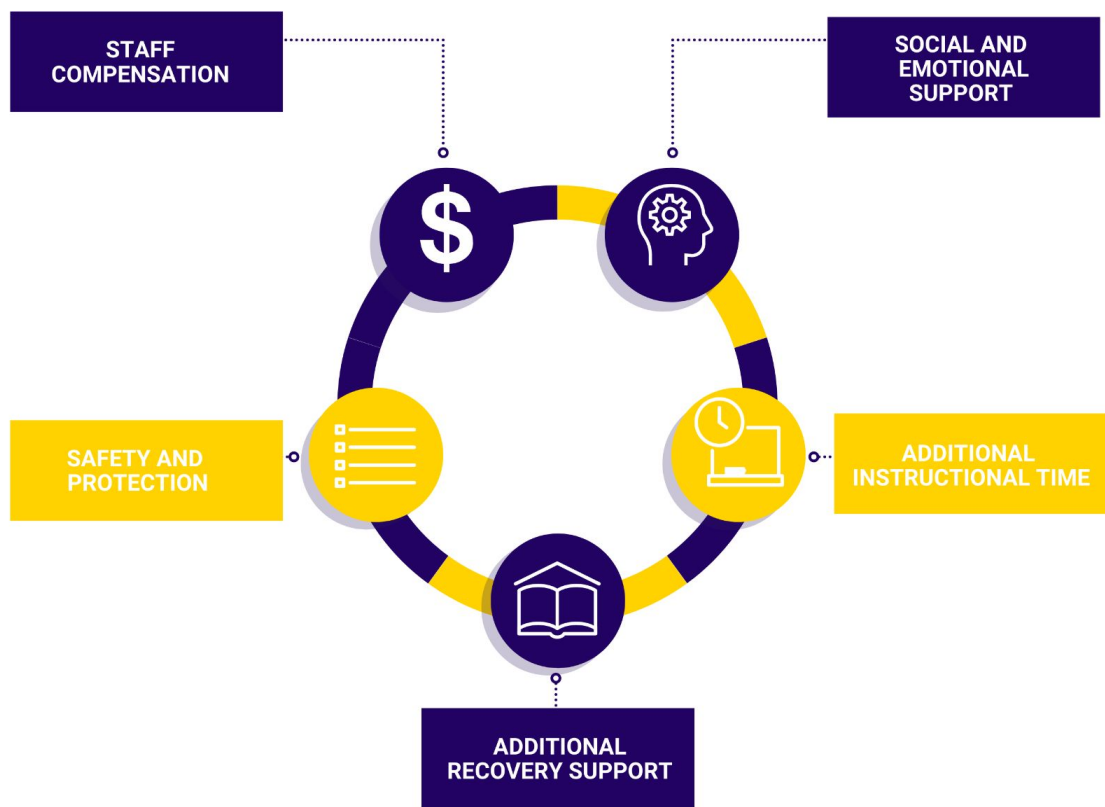
San Antonio ISD has been allocated ESSER II and ESSER III funds over a four-year time span in support of identified priorities. For the 2021-22 school year, San Antonio ISD has been allocated approximately \$78.3M from ESSER II and III funds for year 1; \$78.3M for year 2; \$60M for year 3; and \$60M for year 4, for a **total of \$276.6 million**. We have a comprehensive, working plan to holistically tackle our needs. Our plan is informed by feedback, research, and a commitment to ensuring every student in San Antonio ISD is prepared for success. Based on stakeholder feedback, the SAISD plan includes funding for social and emotional support, additional instructional time, additional recovery support, staff compensation, and safety and protection.

Stakeholder engagement has been provided in phases to ensure a comprehensive approach to soliciting input from various stakeholders.



ESSER Priority Areas

This [video](#) provides an overview of ESSER funding and how San Antonio ISD plans on allocating these COVID-19 relief funds. The video was used as a communication tool to inform stakeholders and solicit community input. Staff, students, families, and community members were asked to complete a survey following each stakeholder engagement session. The strategic focus areas and proposed investments are outlined below.



Stakeholder Engagement

The following groups and committees have been instrumental in providing guidance and direction on the plan and feedback on how to best use federal ESSER funds to support our students. The first phase of engagement took place from January 2021 through June 2021. Stakeholder engagement is an ongoing process, and for the 2021-2022 school year, the District will engage its stakeholders around ESSER in October 2021 and March 2022. The identification of the budget priorities and proposed investments detailed in the plan below were informed through feedback collected from various stakeholder groups. The following process below was utilized for stakeholder engagement.

- Stakeholder Engagement included feedback sessions from various committees, internal and external constituents, and strategic partners.
- The stakeholder engagement sessions provided input on the development of the budget priorities.
- A survey was launched to solicit input and feedback from these stakeholder groups.
 - Staff
 - Students
 - Families
 - Community Members
- The budget priorities and proposed investments were established.
- The District will engage stakeholders in October 2021 and March 2022.

The stakeholder groups and committees listed in the document met during the 2020-2021 school and will continue to meet during the 2021-2022 school year.

Timeline of Events



Stakeholder Engagement Committees: Fall 2020

Strategic Task Force

Facilitated by: Superintendent; Deputy Superintendent; Chief of Staff

Partners: Big Mentor, City of San Antonio, City Year, Communities in Schools of San Antonio, Family Service, Girl Scouts of Southwest Texas, Imm Schools, Methodist Healthcare Ministries, Pearl Street Church, San Antonio Alliance, San Antonio for Growth on the Eastside, San Antonio Housing Authority, Teach for America, TNTF, United Way, Urban Strategies, YWCA Greater San Antonio, and staff members from SAISD

The Strategic Partners Task Force provides innovative and creative ways to support families from various subsets. This includes students with disabilities, English language learners, children experiencing homelessness, children in foster care, migrant children, and other underserved students.

Input was provided by community partners on District initiatives related to the use of ESSER funds. SAISD is appreciative of the contributions of time, resources, and feedback provided to assist in our school opening. We would like to acknowledge the partners listed above. Through key partnerships like ImmSchools, feedback from civil rights organizations and resources rises to support our students and families.

Dates:

- October 15, 2020
- November 19, 2020
- December 17, 2020
- January 21, 2021
- February 18, 2021
- March 18, 2021
- April 15, 2021
- May 20, 2021
- June 17, 2021
- July 15, 2021
- August 19, 2021

Topics Included:

- ESSER
- Mental Health
- Social Workers
- Social Services
- School Opening Plan and COVID-19 Safety
- School Safety

Principal Advisory Council (PAC)

Facilitated by: Patti Salzmann, Deputy Superintendent

Participants: Principal representatives from each level

The Principal Advisory Group (PAG) is a committee selected and led by Deputy Superintendent Patti Salzmann. The committee is made up of principals from every campus level, every Trustee District, every Assistant Superintendent cluster, and a combination of veteran and new principals. The PAG has provided input on Leveraging Social and Emotional Resources Support Students and Families, safety and security protocols, and increasing parent engagement.

Meeting Dates and Agenda topics:

- June 15, 2021
 - Survey results
 - Parent conferences
- October 19, 2021
 - TIA Assessments
 - Principals' Communique'
- December 7, 2021
 - Wallace Foundation Grant
- February 15, 2022
 - HVAC Updates
 - Lighthouse 3.0/Technology Updates
 - Instructional Calendar voting updates
- March 15, 2022
 - Spring Teacher/Parent conferences/parent engagement
 - June Leadership
 - August Leadership
 - Curriculum Day
- April 19, 2022
 - School Performance Framework
 - Enrollment 2022-2023

Teacher Advisory Council (TAC)

Facilitated by: Patti Salzmann, Deputy Superintendent

Participants: Teacher representatives from each campus

The Teacher Advisory Group (TAG) is a committee led by Deputy Superintendent, Patti Salzmann and consists of one teacher from every District campus; these teachers are nominated by their respective principals and typically serve a two-year term.

Teachers meet monthly. Special sessions are called at times when time-sensitive information needs to be addressed as teachers' feedback is always valuable to us.

Meeting Dates and Agenda topics:

- September 23, 2021
 - TAG Name change to TAC
 - Instructional Calendar 2022-2023
 - SEL Resources for Teachers
 - Digital Learning Playground Quarantine Edition
- October 28, 2021
 - One-time Employee Retention Stipend
 - Saturday/January Intersession Feedback
- December 9, 2021
 - Revised Instructional Calendar
 - Kindness Challenge
 - Spring Goals
- January 27, 2022
 - Superintendent Search
 - Proposed Calendar 2022-20
- February 24, 2022
 - Operations Update
 - Technology Update
 - Calendar Update
 - Superintendent Update
- March 24, 2022
 - SAGE and TIA Update



District Parent Advisory Council (PDAC)

Facilitated by: Elsa Valenzuela-Griffin, , Director of Family and Community Engagement; Patti Salzmann, Deputy Superintendent

Participants: Parent representatives

The District Parent Advisory Council (DPAC) meets monthly. The DPAC serves in an advisory capacity to the District, the Office of Family and Community Engagement, and other departments in matters relating to family engagement and communication. Parent representatives include families with children with disabilities, English language learners, children experiencing homelessness, migrant students and other underserved students. Special sessions are called when time-sensitive information has to be discussed.

•

Meeting Dates and Agenda topics:

- October 21, 2021
 - SEL family resources website
 - Accountability and Research Survey
- December 16, 2021
 - Welcome from Interim Superintendent, Dr. Robert Jacklich
 - Wallace Grant
 - Discussion of Equity facilitated by Wallace Foundation Group
- January 27, 2022
 - Welcome from Dr. Jaklich
 - Updates from Deputy Superintendent, Patti Salzmann
 - SEAD
 - One survey for review and approval
- February 17, 2022
 - Welcome from Dr. Jaklich
 - Updates from Deputy Superintendent, Patti Salzmann
 - Update on 2022-2023 School year Calendar
 - Update on annual district-wide family survey
 - One survey for review and approval
- March 24, 2022
 - STAAR Redesign
 - Academic Recovery



Town Hall Meetings

Facilitated by: Superintendent, Board Members, and Campus Principals

Participants: Community

April 2021 (Dates are included below and are campus-specific)

Meetings provided an opportunity for parental and community engagement surrounding District initiatives including extracurriculars and strengthening academic programs. The sessions were hosted in-person and virtually. The Superintendent facilitated a Q and A session with parents.

April 7, 2021

- Edison High School and Feeder Pattern

April 8, 2021

- Fox Tech HS and Choice Schools

April 13, 2021

- Highlands HS and Feeder Pattern

April 14, 2021

- Brackenridge HS and Feeder Pattern

April 15, 2021

- Burbank High School and Feeder Pattern

April 19, 2021

- Sam Houston High School and Feeder Pattern

April 20, 2021

- Lanier High School and Feeder Pattern

April 21, 2021

- Jefferson High School and Feeder Pattern

HIGHLIGHTS FROM *Fine Arts*

Every neighborhood student in SAISD has access to visual arts and music programs, which could include art, dance, theater, band, choir, mariachi, orchestra, or steel drum ensemble!

- Students competing have had great success at UIL and other regional and state-level contests, with six neighborhood high schools winning a First Division at UIL Marching Contest.
- We recently invested over \$1 million in instruments, equipment, and uniforms.
- We are proud to say that all neighborhood high school choir programs have a quality baby grand in their classroom, and all orchestra, choir, and band programs received new tuxes and dresses within the last three years.

San Antonio ISD
February 16, 2021

Burbank High School student Jansel Rodriguez was showcased by TMEA's Texas Music Education Association as part of its 100th anniversary campaign. His journey as a music student was chosen to highlight the impact of music education in the State of Texas. #TMEATexas



Music Makes Me the Best Version of Me
Jansel found where he felt his...
3 Comments 10 Shares

STUDENT HIGHLIGHTED AT TMEA
Scan the QR code to the left to see the video highlighting Burbank High School student Jansel Rodriguez, produced by the TMEA as part of their 100th anniversary campaign. Hear his personal story to understand the difference music has made in his life, and why Jansel was honored during their 2020 conference.



HIGHLIGHTS FROM *Career & Technical Education*

By fall 2021, every neighborhood high school will have a program allowing students to earn as many as 45 college hours or an associate degree in specialties including technology, cybersecurity, business, aerospace, engineering, manufacturing, welding, or construction.

Culinary Arts at San Antonio ISD

San Antonio ISD
February 23, 2021

"Chef Jenny Placette has a serious look on her face. Cooking is a serious business, after all, with scaling pans and sharp knives around every corner. But as Placette explains a cutting technique to one of her student chefs at Lanier High School, her eyes light up and you can tell she is smiling behind her mask."

www.saisd.net/saisd/saisd/CulinaryArts

Scan the QR code with your phone's camera to take an in-depth (and delicious!) look at what SAISD's culinary arts program has to offer. This isn't your grandmother's home economics class!



MORE SENIORS GRADUATING EVERY YEAR WITH INDUSTRY CERTIFICATION

Note: in 2019, the state expanded the list of positive certifications from approximately 70 to 200.

Year	2017	2018	2019	2020
Count	17	49	272	645

Early College High School programs and International Baccalaureate (IB) programs allow students the opportunity to earn credit that transfers to a variety of colleges and universities.

Chamber Town Hall Strategic Partners

Facilitated by: Superintendent, Valero, Southwest Research, Charles Butt Foundation, First Mark, Joeris General Contractors, Hispanic Chamber of Commerce, San Antonio Chamber of Commerce, Communities In Schools, Board Members, and Chiefs

Participants: Community Partners

April 27, 2021

The Superintendent presented the State of the District Address to community partners and key stakeholders. Department highlights were provided to demonstrate offerings in Fine Arts, Career and Technical Education, and Dual Language.

Members of the SAISD cabinet presented Virtual Chat with Chiefs to include Q and A sessions on the District's responses to COVID-19, SAISD Opening Plan, and Academic Readiness.

Topics Included:

- SAISD Highlights, COVID-19 Response: A Collective Effort, Back, Safer, and Stronger, Q&A
- Continuing to S.O.A.R: Socioemotional Support, Options for Learning Academic Readiness, and Reopening Plan
- SAISD's Response to COVID-19: Safety, Testing, & Vaccination (The Trifecta)
- Closing the Digital Divide with Ensuring Digital Inclusion, Excellence in K-12 Operations: Integrating Innovation
- Facilities and Procurement



Campus Stakeholder Engagement

Facilitated by: SAISD Campus Administrators and Support Staff

Participants: SAISD Families

May 24, 2021- June 11, 2021

An overview was provided by the Superintendent on the priority areas for families and staff members to view during the stakeholder engagement sessions. Campus principals engaged families in ongoing feedback surrounding the use of ESSER Funds. Parents were provided information on JumpStart and extended opportunities to mitigate learning loss. A survey was provided to parents to gather feedback on the allocation of ESSER Funds.

Communication methods included but were not limited to the use of flyers, publication on the campus webpage, SchoolMessenger, Remind, notification on the campus marquee, and Principal's Coffee. Parent engagement meetings were scheduled beginning in April 2021 and have continued through the month of June. Engagement opportunities were scheduled by the individual campuses.

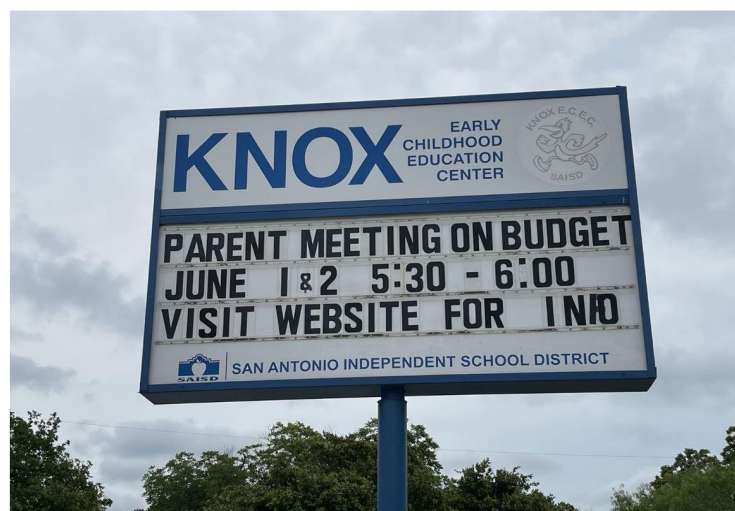
Topics Included:

Phase 1: May 24-June 11, 2021

- Jump Start, Elementary and Secondary School Emergency Relief (ESSER)
- Instructional Calendar

Phase 2: October 2021

Phase 3: March 2022



Consultation with San Antonio Alliance Leadership

Facilitated by: Toni Thompson, Associate Superintendent of Human Resources; Patti Salzmann, Deputy Superintendent; and SAISD staff members

Participants: Members of the San Antonio Alliance

May 27, 2021

An overview was provided by Patti Salzmann on Leveraging Social and Emotional Resources to Support Students and Families. Input was requested on how to best allocate the funds. The 2021-2022 Safety Plans were presented to the consultation group.

Topics Included:

October 29, 2020

- COVID-19 Testing Pilot

November 19, 2020

- Safety Practice Guidelines

January 1, 2021

- New Cleaners
- Home Visits

January 28, 2021

- Ventilation and airborne transmission
- In-person academic testing
- Vaccine roll-out
- Next phase of students

February 25, 2021

- PPE
- In-person students
- Vaccination clinics
- Reading Academy

March 4, 2021

- COVID 19 Updates
- Timely repair of cleaning equipment

April 30, 2021

- Intersession Weeks- First Day of School

May 27, 2021

- **ESSER Funds**
- 2021-2022 Safety Plans
- Change to the Workday Calendar

June 2, 2021

- Jump Start



School Health Advisory Council (SHAC)

Facilitated by: *Facilitated by: Patti Salzmann, Deputy Superintendent; Victoria Bustos, Executive Director of Student and Academic Support Services; Kendra Doyle, Senior Executive Director of Curriculum, Instruction, and Assessment; Raul Salazar, Senior Coordinator Health and Physical Education; Janet Trevino, and Lucy Eller*

Participants: *Community members and parents*

The School Health Advisory Council (SHAC) is an advisory group made up of Board-appointed individuals representing the SAISD community.

While the majority of the groups' members are parents, the council may also include health care professionals, students, educators, and administrators.

SHAC responsibilities include recommending policies, procedures, strategies, and curriculum that contribute to good health and a positive impact on student learning.

Patti Salzmann, Deputy Superintendent, presented a special session on options and plans for opening of schools.

Meeting Dates and Agenda topics:

- October 21, 2021
 - Physical and Mental Health Telehealth Services
 - SAISD Wellness Plan
- December 16, 2021
 - SA Mobile Mental Wellness Collaborative
 - National Alliance of Mental Illness (NAMI)
 - Bienestar Updates
- January 27, 2022
 - Bienestar Updates
 - Wellness Plan
- February 25, 2022
 - Love Notes Presentation
 - EVERFI Health and Wellness Digital Curriculum



District Leadership Team (DLT)

Facilitated by: *Facilitated by: Superintendent; Chief of Staff; Patti Salzmann, Deputy Superintendent*

Participants: *Parent representatives*

The District Leadership Team (DLT) was provided information on Extended Learning and Summer Programming.

Input was solicited from parents and stakeholders on the end-of-year programming, early support credit repair and credit recovery, continuation of yearly bilingual and newcomer summer programs, and the early start to the year to include JumpStart.

Additional input was solicited on monitoring and building student engagement with in-person and remote learning environments.

Topics Included:

August 13, 2020

- [Remote Learning Jumpstart](#)
- Instructional Calendar

October 15, 2020

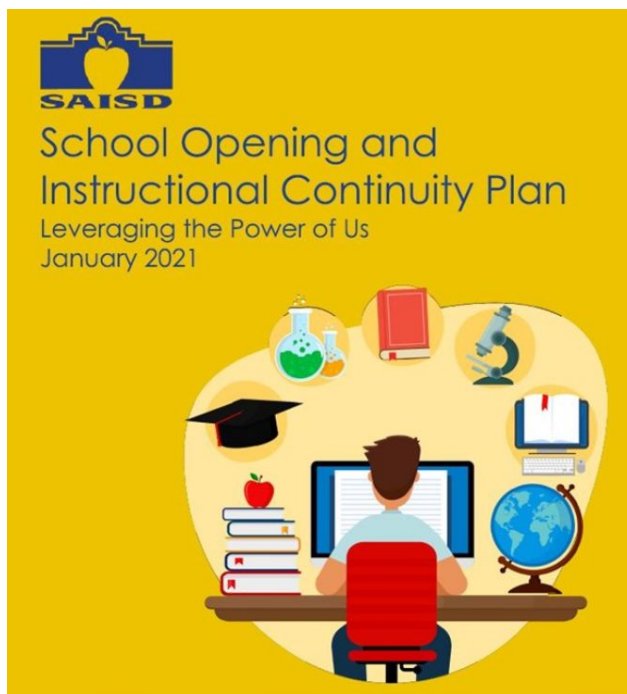
- COVID 19 Testing and Vaccines
- School Reopening Plan

April 15, 2021

- Legislative Updates

May 20, 2021

- End of Year
- DLT Feedback Survey



Stakeholder Engagement

Student, Family, and Staff Surveys

SAISD values stakeholder feedback. As such, the District routinely collects data via surveys and parent focus groups. The following surveys were released during the 2021-2022 school year specifically to collect stakeholder feedback related to the school opening:

- Parent Survey Data
- Student Survey Data
- Campus Staff Survey Data



Elementary and Secondary School Emergency Relief Survey

Community input is vital. San Antonio ISD solicited feedback on how to best use federal ESSER funds to support our students. Principals hosted campus-based feedback sessions with staff and families from May 24 through June 11, 2021. A survey link was provided to families via in-person meetings, Zoom meetings, and was posted on the campus web pages.

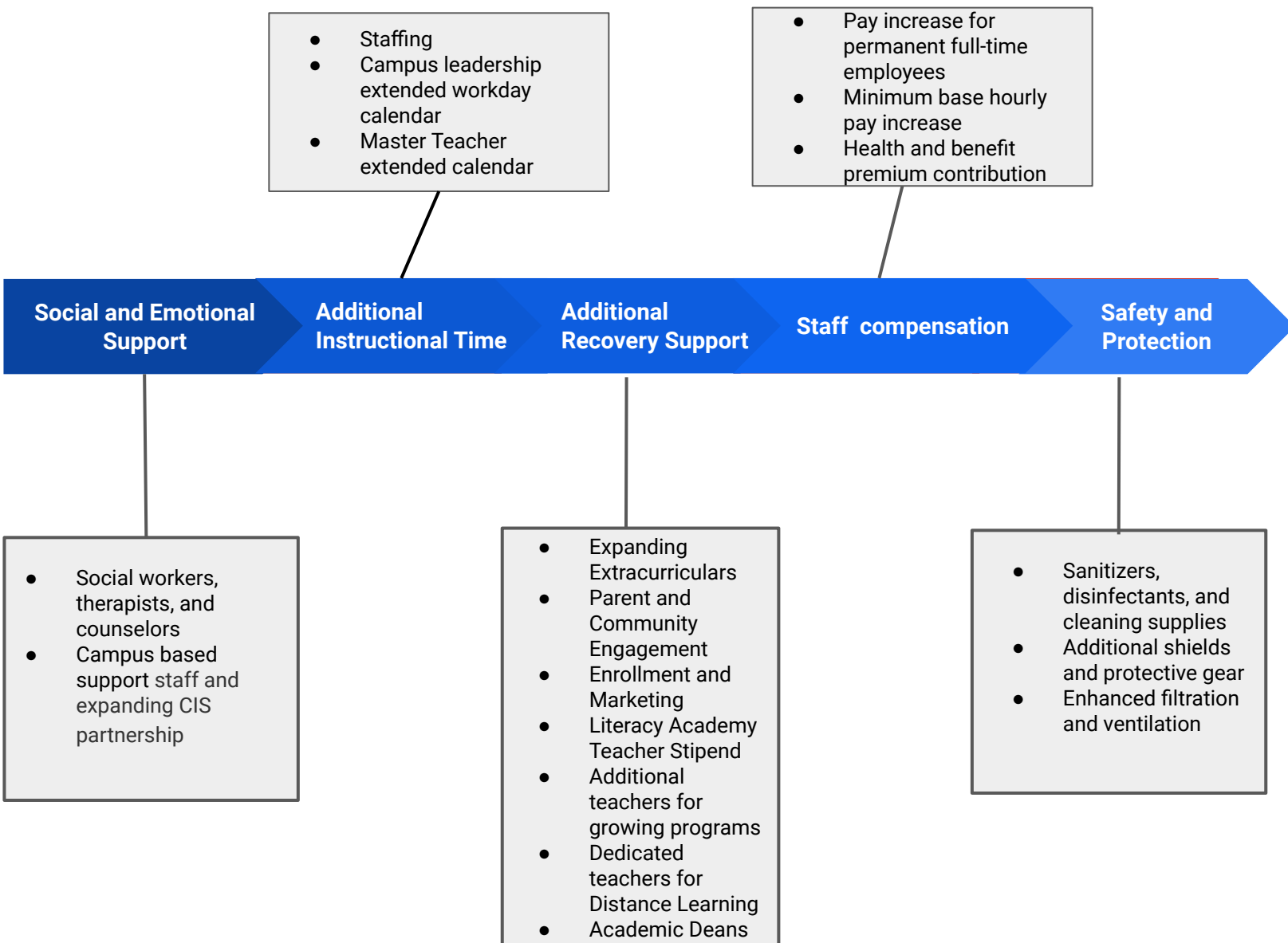
Survey Data was collected from the following stakeholder groups:

- 800 Parents
- 802 Staff
- 100 Students
- 25 Community Members
- Total: 1,727 responses



ESSER Priority Areas

The budget priorities and proposed investments below were identified as a result of the stakeholder engagement sessions and survey data.



Stakeholder Surveys

Elementary and Secondary School Relief Funds

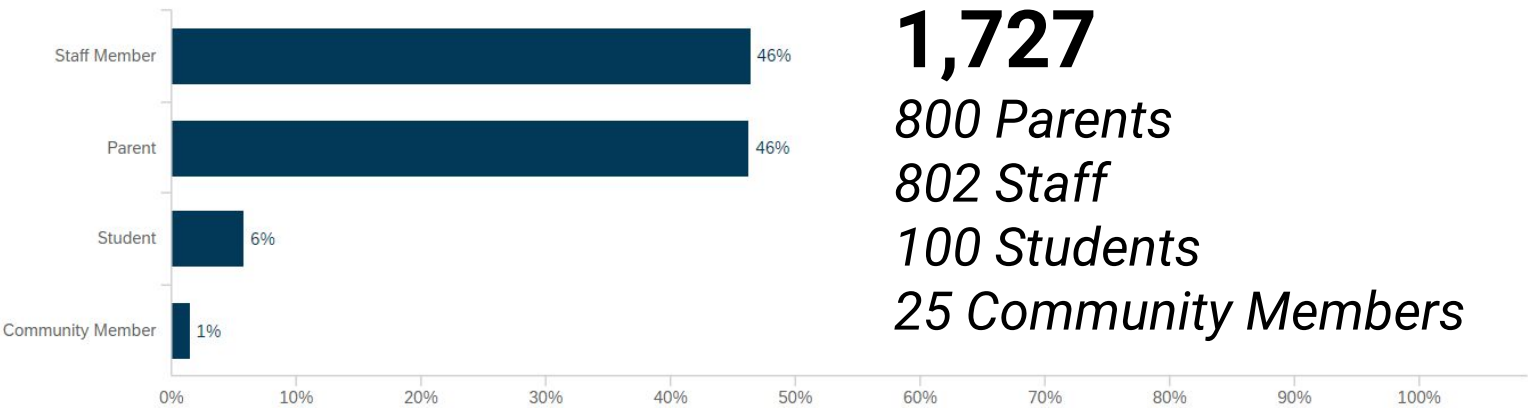
The following data was collected from the survey provided to staff, families, students, and community members. Survey data provided information that was utilized to ensure a safe return to in person learning and the development of proposed investments. The survey opened on May 24 and closed on June 11, 2021.

All schools received a tool kit with turnkey resources to engage their constituents. This is only one tool we are using to capture stakeholder feedback. We have met with additional stakeholder groups to discuss social and emotional support, instructional support, summer programming, support for teachers, etc.

Families have been providing feedback on areas they deem to be a priority for their students for the upcoming year since November 2020. We are also hosting feedback sessions, and engagement around ESSER and will continue in October 2021 and March 2022. In addition to feedback sessions, ESSER feedback will be folded into parent/teacher conferences. We are exploring how we can also fold it into the annual parent survey in February 2022.

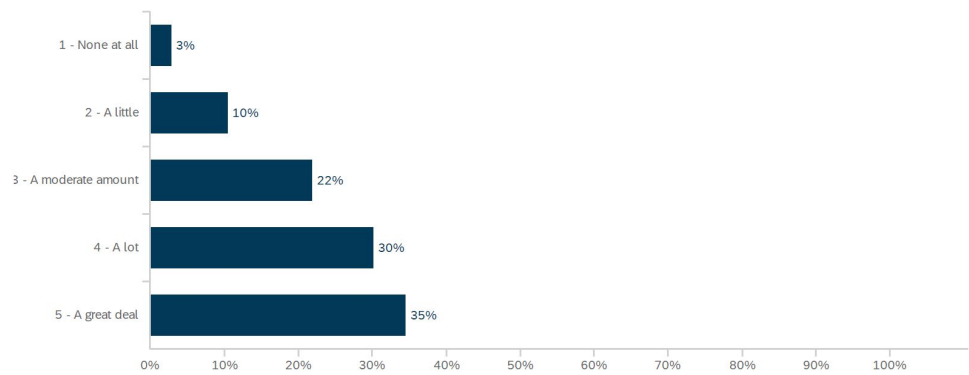
- 1,727 total respondents
- Parents (800 or 46%)
- Staff members (802 or 46%)
- Students (100 or 6%)
- Community members (25 or 1%)

Survey data is included below.



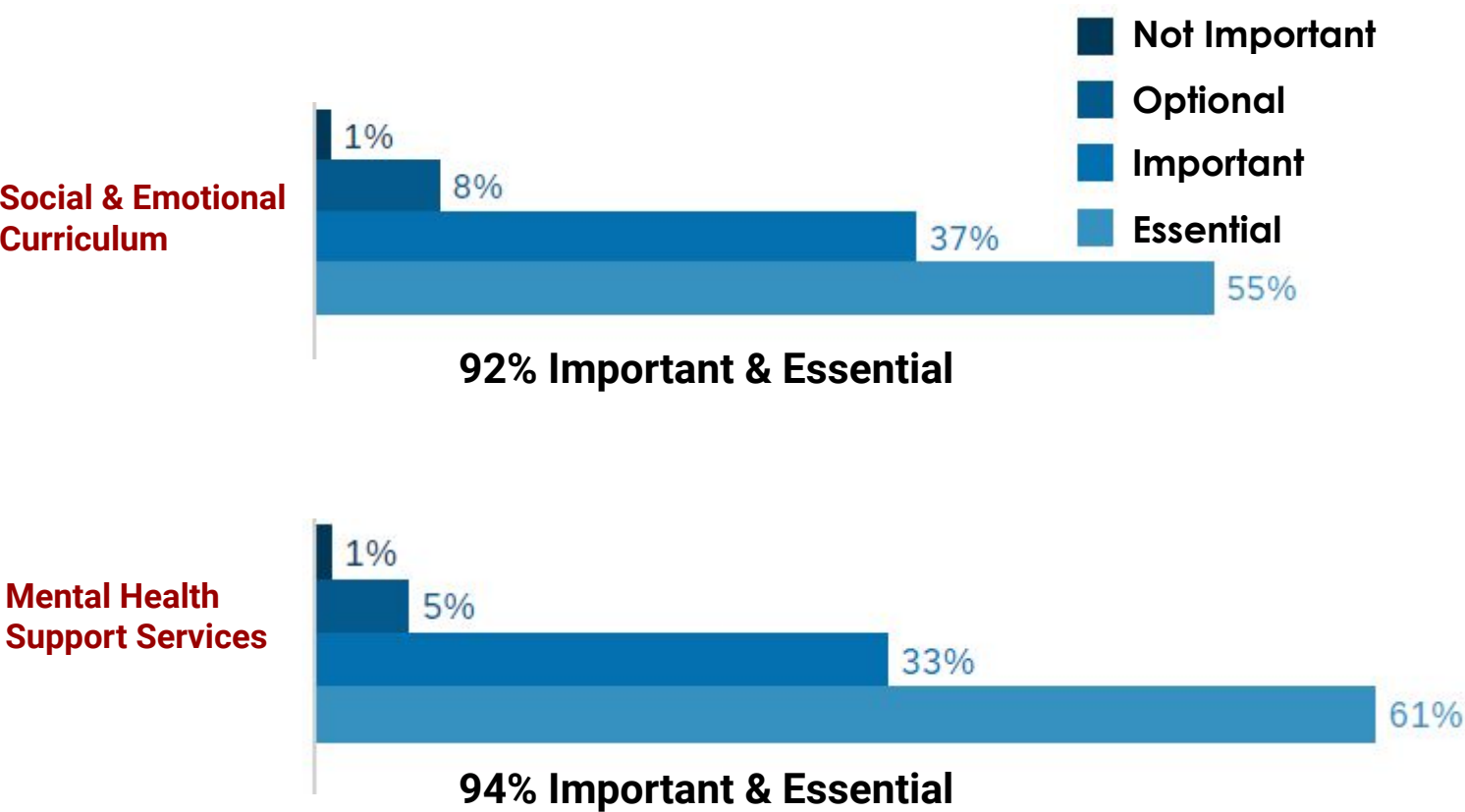
Data to Support Social and Emotional Resources

To what degree do you believe the COVID-19 pandemic has negatively impacted students’ mental well-being?



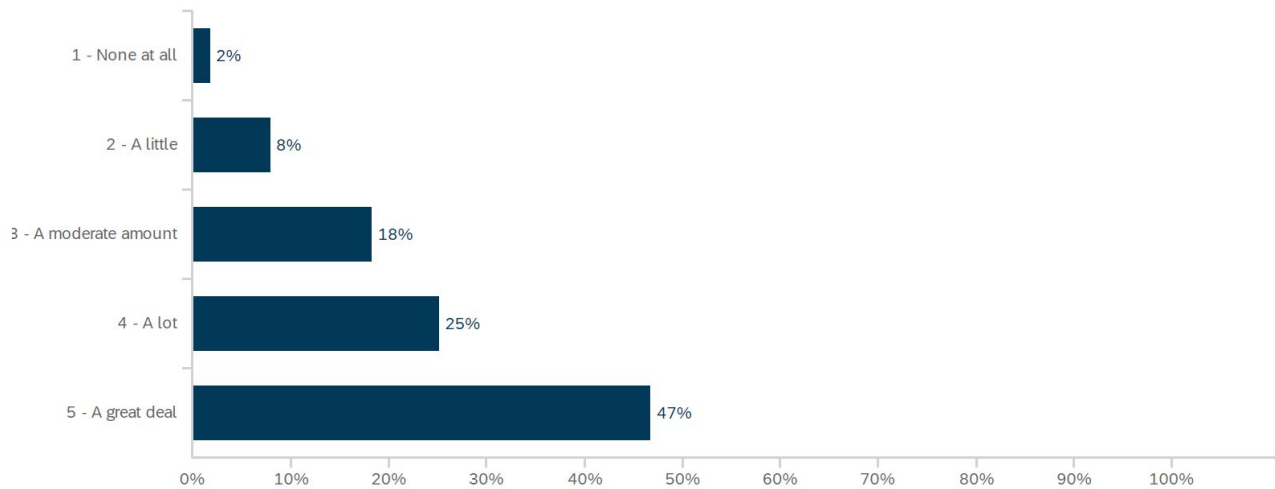
65.74% of respondents believe that the pandemic has negatively impacted students’ mental well-being a lot or a great deal.

How important is it for San Antonio ISD to address these areas impacted by the COVID-19 pandemic?



Data to Support Additional Instructional Time

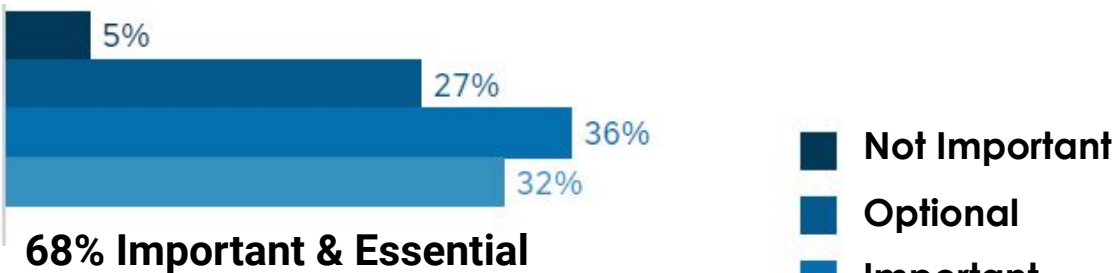
To what degree do you believe the COVID-19 pandemic has contributed to **learning loss** this past year?



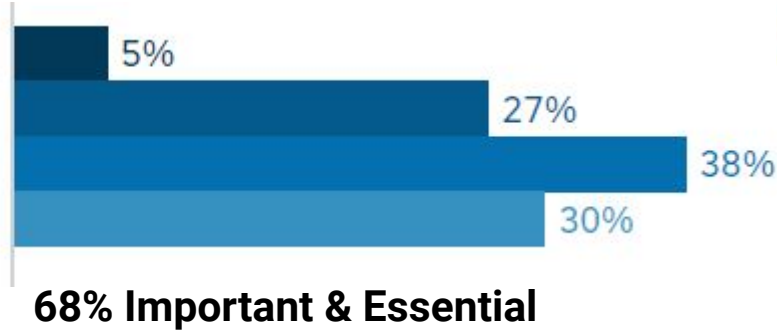
71.97% of respondents believe that the pandemic **contributed a lot or a great deal to learning loss.**

How important is it for San Antonio ISD to address these areas impacted by the COVID-19 pandemic?

Extended Learning through July 2021 Summer Programming (July Intersession)

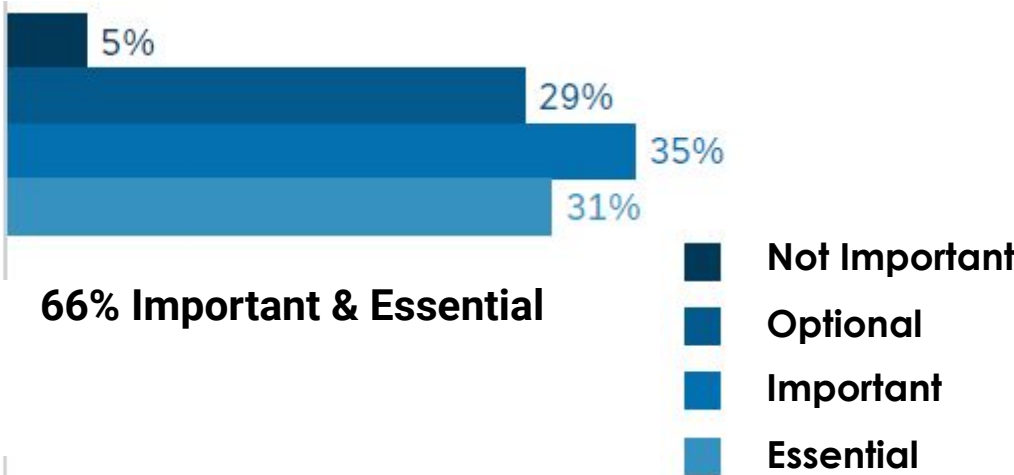


Extended Learning January 2022 Winter Programming (January Intersession)

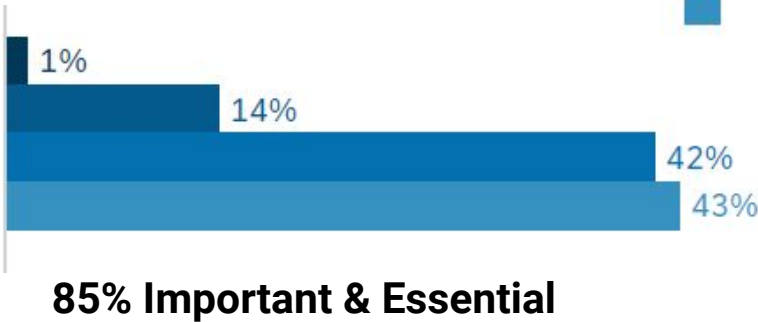


How important is it for San Antonio ISD to address these areas impacted by the COVID-19 pandemic?

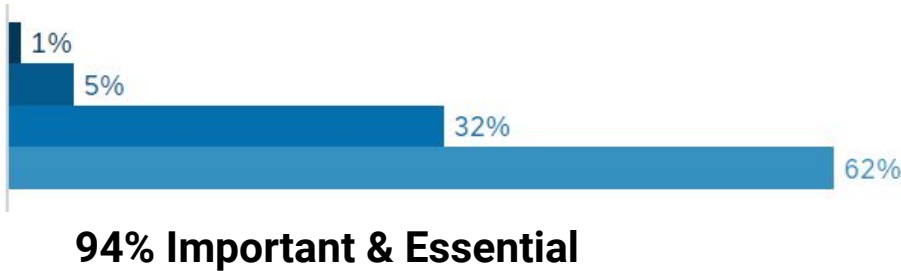
Extended Learning through June 2022 Summer Programming (June Intersession)



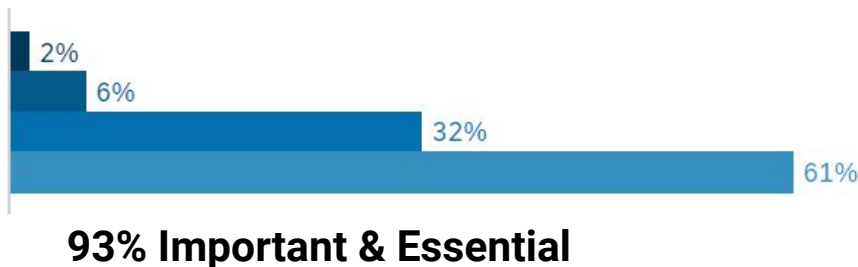
Increasing the Number of Extracurricular Offerings (STEM Clubs, Book Clubs, eSports, etc.)



Technology Devices (Chromebooks, iPads, etc.)

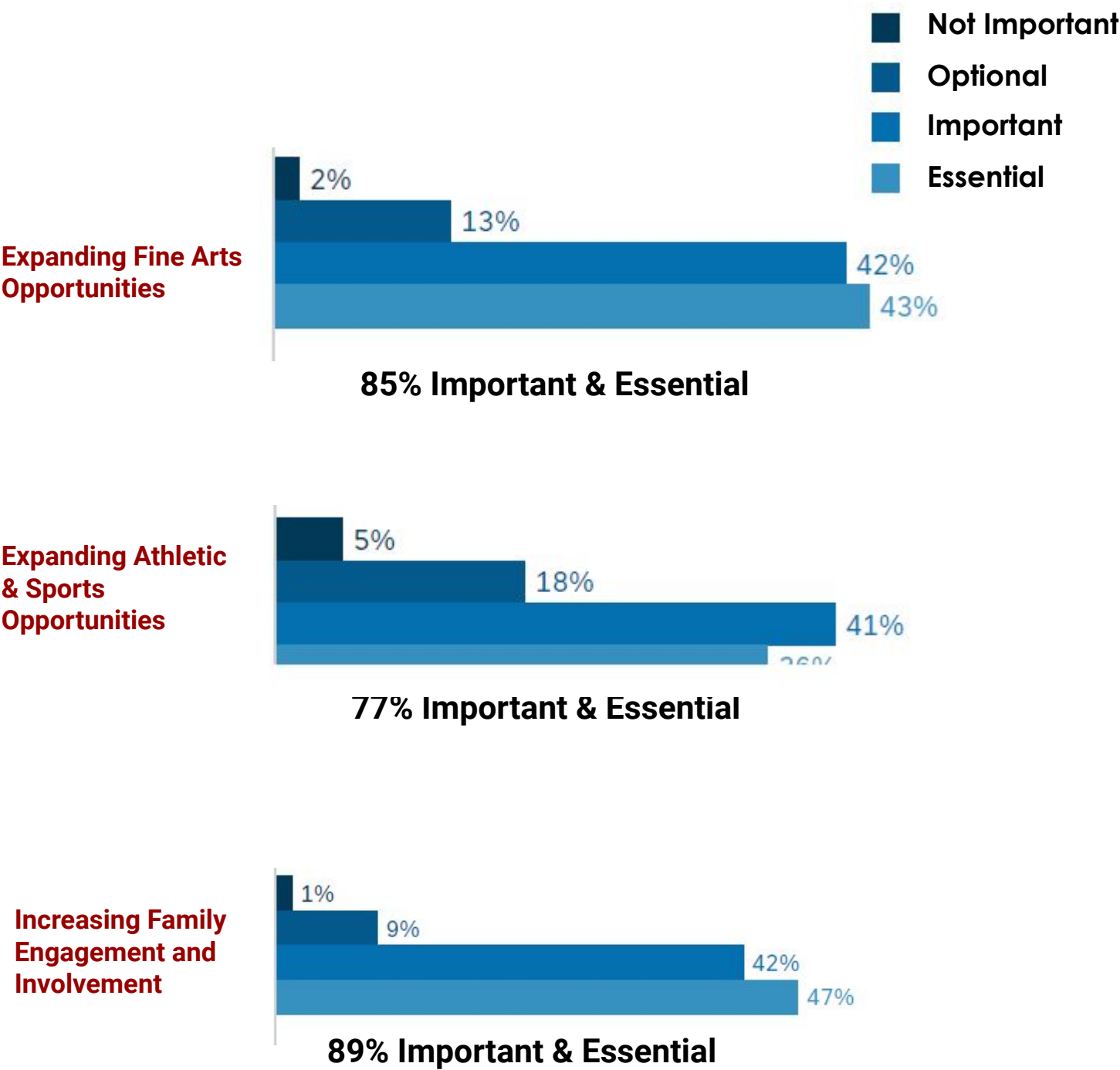


Internet Access at Home



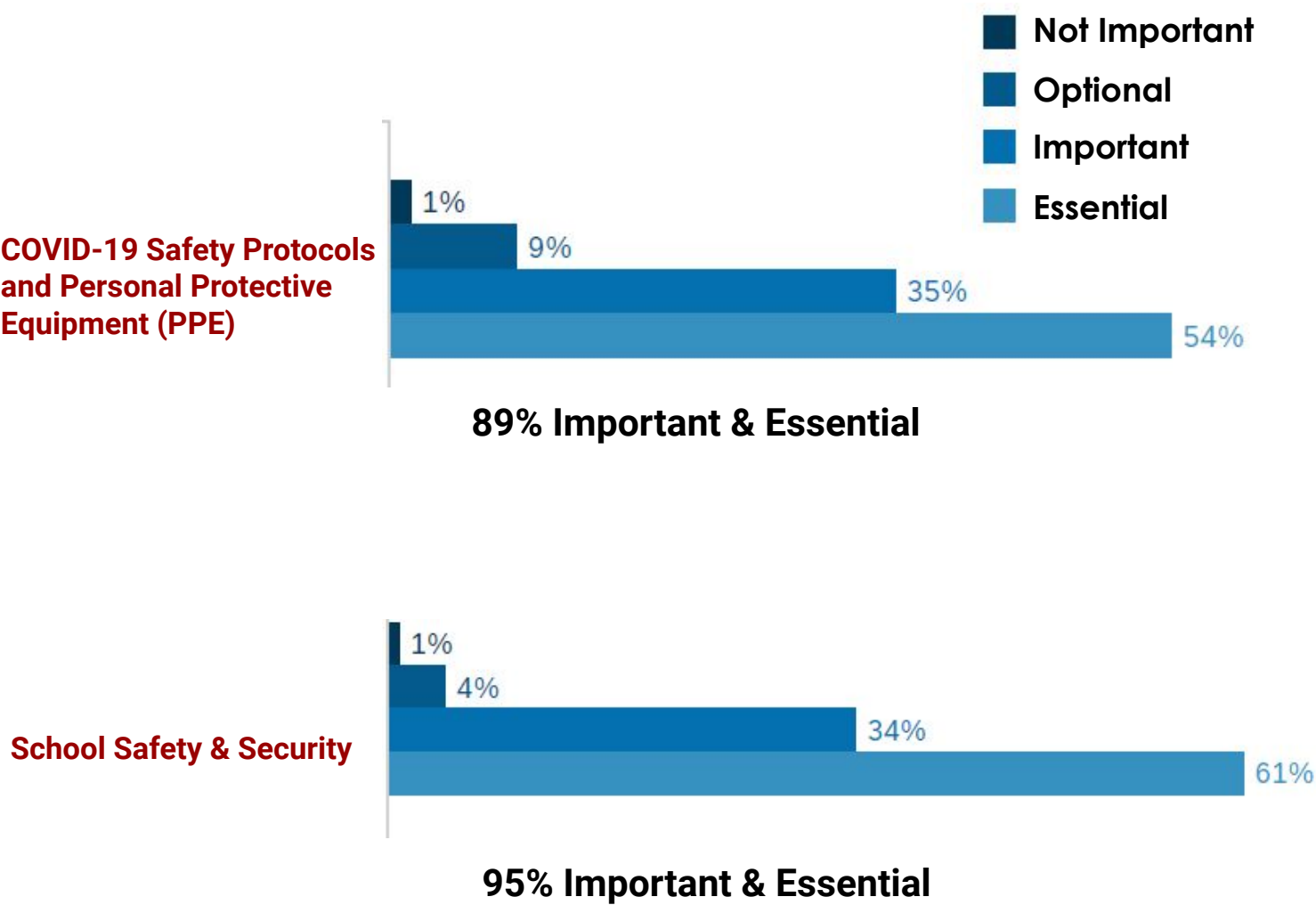
Data to Support: Additional Supports Needed for a Strong Recovery

How important is it for San Antonio ISD to address these areas impacted by the COVID-19 pandemic?



Data to Support Safety and Protective Equipment

How important is it for San Antonio ISD to address these areas impacted by the COVID-19 pandemic?



Open-Ended Items

How important is it for San Antonio ISD to address these areas impacted by the COVID-19 Pandemic?

Open-Ended
Items



74% Important & Essential

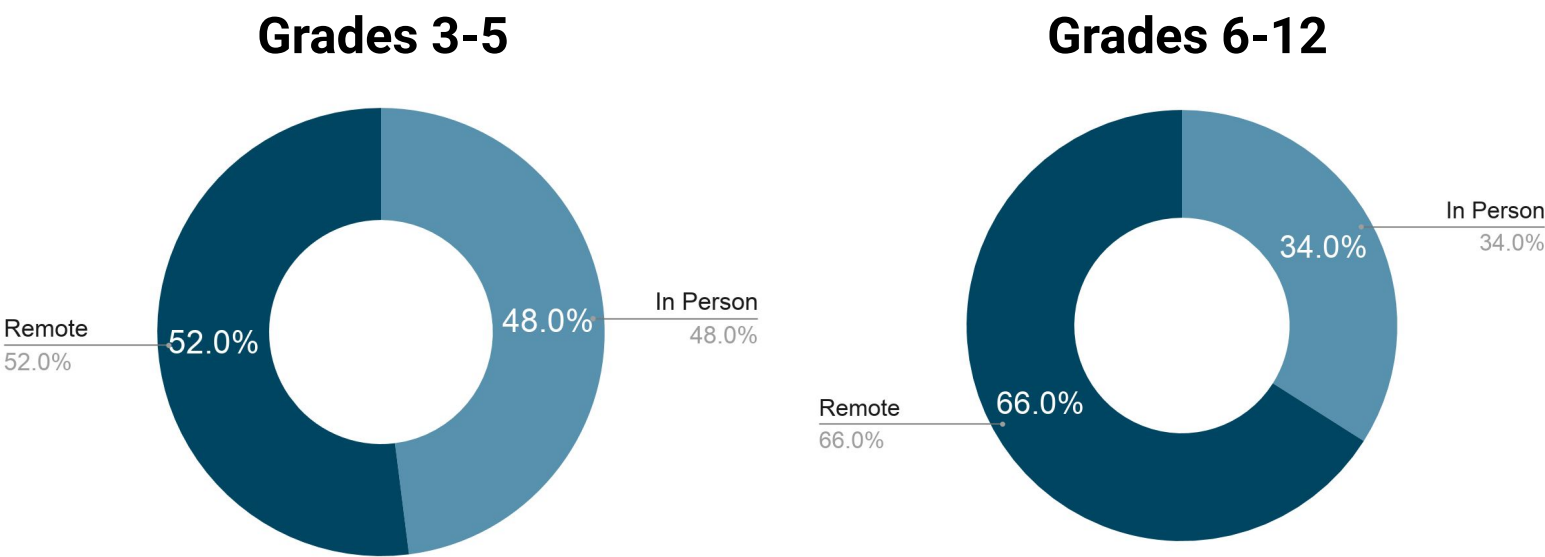
Topic	Count of Responses
Tutoring and Academic Support	76
Mental Health Support for Students and Staff	70
Hire More Staff/Staff Training	64
PPE/Safety Measures	43
Curriculum and Learning Materials	43
Technology	42
Staff Compensation	38
Field Trips/Extracurricular and Enrichment Activities	37
Parent/Family Engagement/Student Incentives	36
Fine Arts/Athletics/Career/ROTC	30
No suggestions	25
Leadership Highlights	22
Other	15
Improved Food Options/Food Assistance	15
Financial and Material Assistance for Families	15
Return to In-Person Instruction	14
Upgrade Facilities	10
Budget Transparency	10
Longer Summer Break for Students and Staff	9
Continue Providing On-Line Learning Option	9
More Time Outdoors	7
Smaller Class Sizes	5
Leadership Challenges	5

Student SEAD Survey

This is the second year we have administered the SEAD Survey districtwide. The survey was provided to students in grades 3-5 and 6-12. The survey included social and emotional competencies with questions on growth mindset, self-management, and social awareness. In addition, the survey addressed student supports and learning environments including student sense of belonging, teacher-student relationships, and school safety.

Topic	Grade Level	% Favorable	Percentile Compared to Similar Districts (Urban Setting, High FRPL %, School Level)
Teacher-Student Relationships	3-5	81%	<div><div></div><div></div><div></div><div></div><div>90th</div></div>
Teacher-Student Relationships	6-12	62%	<div><div></div><div>30th</div><div></div><div></div><div></div></div>

Survey Responses by Remote/In Person



Social and Emotional Support

SAISD educators have a strong history of dedication to our students and local community. We purposefully cultivate a climate that honors student identities, reflects the distinct spirit of the community, promotes the importance of positive, healthy relationships, and meets students where they are. We are committed to providing safe, supportive learning environments for all students, families, communities, and staff by employing strategies that help support students in their social, emotional, and academic development.

To ensure alignment to best practices in social, emotional, and academic development (SEAD), SAISD anchors its work around the Aspen Institute's National Commission on Social, Emotional, & Academic Development report, *From a Nation at Risk to a Nation at Hope*.

Social, emotional, and cognitive/academic opportunities are imperative to long-term success, as they are intricately connected to students learning and experiencing the world. The seamless blending and intentional scaffolding of social, emotional, and cognitive competencies results in deeper learning and the cultivation of a sense of self and community. As we design new learning experiences, we must elevate the importance of leveraging student interest and passion, not only to provide deep and meaningful learning, but also to provide a rich outlet through which students can process their current experiences.

Thus, student engagement emerges as the new primary measure of efficacy in the learning environment. During COVID-19, students will experience increased benefits from these tried and true approaches:



Expansion of the Social Emotional and Academic Development and Mental Health Support

Support for implementation of social emotional and academic development (SEAD) was expanded in the 2021-2022 school year by the addition of ten SEAD specialists. These specialists will provide professional development, consultation, coaching, and modeling around SEAD, restorative, and responsive practices. In addition, the specialists will provide direct student intervention for students struggling with the most severe behavior.

Part of the High School Intensive Plan, presented at a board meeting in the Summer of 2021, enacted support from Licensed Master Social Workers (LMSW) through Communities in Schools of San Antonio.

The SAISD School Board approved at the July 19, 2021 meeting, access to two LMSW professional staff members at the comprehensive high schools, either through Communities in Schools, SAISD Student Support Services or through a combination of collaboration between the two entities. The SAISD LMSW roles and responsibilities [document](#) highlights the services provided by the LMSW and Communities in Schools programs.



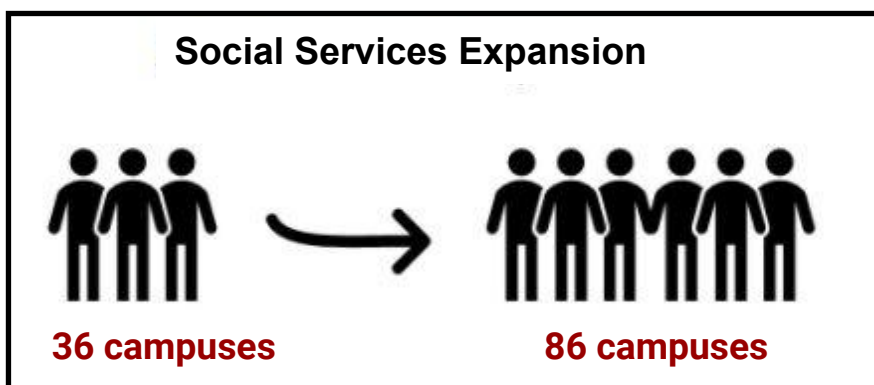
Communities in Schools: Expansion of Partnership

The San Antonio ISD School Board approved the expansion of Communities in Schools of San Antonio into SAISD in the summer of 2021. **Through this partnership, SAISD has seen the expansion of site coordinators into 82 campuses, nearly tripled from the previous 36 campuses.**

The mission of CIS-SA in Texas is to surround students with a community of support, empowering students to stay in school and achieve in life. The CIS-SA model is designed to keep students persisting in education and ultimately graduate from high school. CIS-SA partners with educators, students, and parents to identify the specific needs of students who are at-risk of dropping out of school. Once needs are identified, CIS-SA customizes supports for students and families and provides individual case management services. CIS-SA monitors student level data and tracks educational outcomes for those students served. CIS in Texas has six components:

- Health and human services - including mental health and basic needs
- Supportive guidance and counseling - both individual and group, and crisis response
- Parental and family engagement - including home visits and consultation
- Academic enhancement and support - including tutoring and extended learning time
- College and career awareness - including preparation and transition
- Enrichment activities - including mentoring and school engagement activities

The CIS-SA Site Coordinators provide an extra layer of support to the whole child. CIS-SA understands the student-centered core value that is at the heart of services in SAISD. Building relationships is a critical piece of our mutual success in relation to the Communities In Schools-SA program. Working in tandem with the SAISD team, these positive and quality relationships form the foundation for developing a successful SAISD campus service delivery system for students and their families.



Some examples of building relationships that SAISD CIS-SA Site Coordinators provide include:

- Faculty orientations
- School support team meetings
- Monthly meetings with principals
- Hosting teacher appreciation events
- Handouts/newsletters to teachers
- (e.g., 40 asset reminders, upcoming CIS-SA events, etc.)



In partnership with Communities In Schools-SA, SAISD embraces the longstanding relationship that has been built.

Additional Social and Emotional Resources and Initiatives

The Student and Academic Support Services Teams piloted an extended workday calendar this summer. School counselors, social workers, retention specialists, and FACE specialists were given the opportunity to come in before the engagement of students at SAISD's Jumpstart program. The purpose was to allow for planning and home visits to address the needs of the ongoing pandemic, so that families would have access to much needed resources as they prepared to launch the new school year.

SAISD Licensed Clinical Social Worker Initiative Team (LIT)

As part of Clinical Social Work transformational change, SAISD deployed the LIT program for the 2021-2022 school year. This program will elevate the skillset of Licensed Clinical Social Workers and enhance mental health services provided in the district. Their work is focused on the following strategies:

- Establishing liaisons between Assistant Superintendents and their campuses
- Providing therapeutic support for school administrators and faculty as well as students and families
- Imparting training pertaining to trauma informed-schools, mental health and best practices in crisis response
- Developing connections with community mental health stakeholders
- Supporting professional learning in the area of social emotional topics
- On-boarding new support services personnel

Restorative Practices Expansion

Restorative practices have expanded to **every comprehensive middle and high school in the district**. Additional coaching and training by Umoja was purchased to further support implementation of restorative practices. Umoja was first established in the Chicago Public Schools and is a nationally recognized trainer for restorative practices.

Youth Mental Health First Aid: National Certification

High School and Middle School Teachers

In August 2021, **over 1,000 SAISD teachers** were trained in the evidence-based program Youth Mental Health First Aid. Middle and high school teachers in SAISD were offered this **national certification** as part of the SAISD Office of Academics Curriculum Day. The course is listed on the repository of evidence-based practices on the Texas Education Agency's (TEA) Mental Health and Behavioral Health frameworks. Teachers learned how to:

- Identify, understand, and respond to signs and symptoms of mental illness and substance abuse in youth.
- Identify protective measures, warning signs of suicide, and crisis resources
- Learned a 5-step action plan for how to help young people in both crisis and non-crisis situations
- Reviewed information on anxiety, depression, substance use, ADHD, eating disorders and other mental health disorders

Instructional Assistants and Transportation Staff

Another 250 ancillary staff including campus instructional assistants from both middle and high school, transportation bus drivers, and bus monitors were trained in Mental Health Signs and Symptoms. They were supplied with resources to support their work with students. The district also offered Trauma Sensitive Classrooms and Healing Spaces as part of leveraging social emotional support.

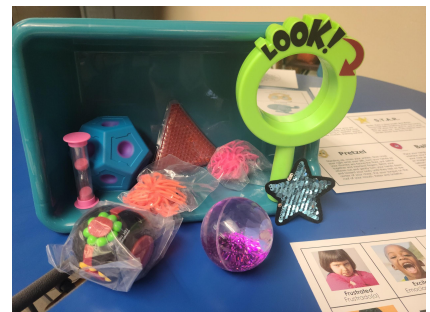
In support of Suicide Awareness Month 2021, the nationally certified trainers will be available via Zoom for teachers and staff to provide support pertaining to mental health during scheduled office hours.



Trauma Sensitive Schools and Healing Spaces

In August 2021 **over 2,300 teachers**, instructional assistants, and campus/district administrators were trained in a full-day course, *Trauma Sensitive Schools and Healing Spaces*, as part of the SAISD Office of Academics Curriculum Day.

- This course covers understanding trauma, applying core principles to address six key domains, the 4 R's - relate, recognize, respond, and restore, classroom essentials, and SEL and classroom peace areas.
- This training included the district's launch of classroom peace areas for PK-5. Peace Areas serve as safe spaces within the classroom with a structured process for managing emotions where new strategies can be learned and familiar strategies practiced.
- These spaces empower students by developing self-awareness and self-management and promoting self-advocacy, increase instructional time, keeping students in the classroom where learning occurs, and foster a sense of belonging and community.
- All classroom teachers received a Peace Area Starter Kit.



Daily Wellness Check-Ins with Rhithm - Expansion of Partnership

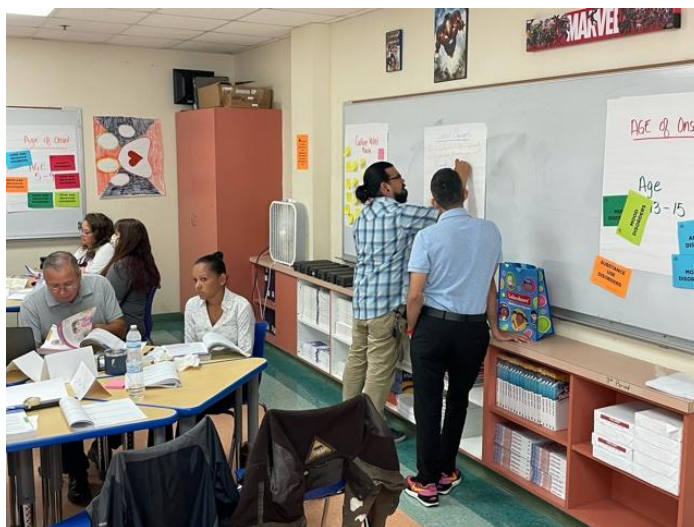
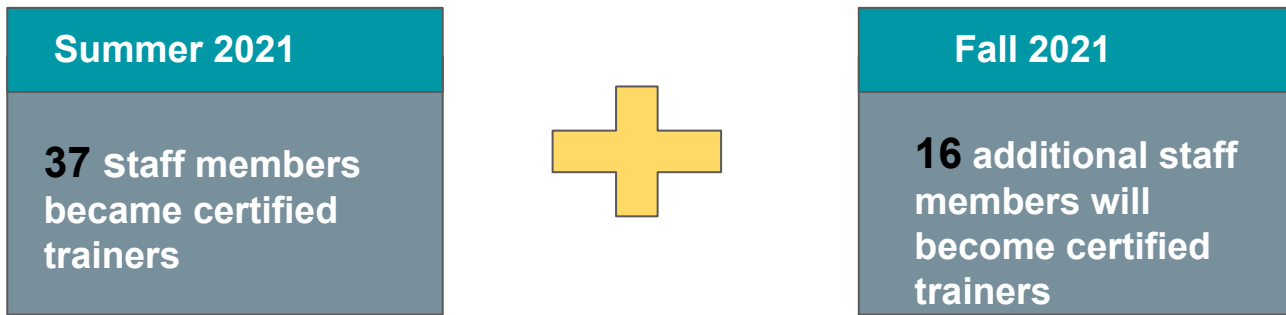
In response to student support needs, the district piloted a daily check-in app, Rhithm, during the 2020-2021 school year for **students PK-12**. The app supports wellness and learning readiness with daily check-ins across mental, energy, emotional, physical, and social states. The app then uses an algorithm to provide a brief self-regulation activity based on each student's needs. Rhithm supports self-reflection and emotional literacy while introducing students to skills and strategies, and providing data for preventative and responsive support.

Our partnership with Rhithm continues to grow. During the pilot year **we supported 44 campuses** with licenses and this year that number **has grown to 62 campuses**. Use of the app enables campuses to respond to urgent support needs, plan and respond to emerging trends, grow in relationships, and strengthen a sense of community.

Youth Mental Health First Aid: Nationally Certified Trainers in SAISD

The district heavily invested in human capital to counteract impacts from the global pandemic. This summer, the Student and Academic Support Services team facilitated a three day national certification Trainer of Trainers course. **Three cohorts comprised of SAISD staff became nationally certified instructors.**

The outcome of the course is to support the National Council of Mental Wellness' five step action plan on how to identify, understand and respond to signs of mental illness in youth. This course also teaches protective measures and guides participants through resource acquisition within the local community. This fall, **16 more participants** will go through the national Trainer of Trainers course to become certified in this area. SAISD is proud to have the most in-house nationally certified trainers in a public school district in Texas.



Student Support Tracker

The Student and Academic Support Services program has deployed a data collection tool to streamline social emotional support for students and to expedite resource acquisition. The Student Support Tracker developed by SAISD's Office of Continuous Improvement, allows for multiple stakeholders to input support services action items, such as home visits, phone calls, and follow ups. There is also a section for notes which can be marked confidential.

As a byproduct, multiple counseling and social work stakeholders will have the opportunity to see the social emotional resources and outreach provided to **EC-12 students** across the District in real time. This will help streamline work and avoid duplication of effort. In its pilot year, the categories for data collection center around five areas:

- Attendance
- Academics/School Environment
- External Referrals
- In-district Support Referrals
- Mental Health, Medical and Safety

As part of leveraging social emotional learning, the District's goal is to have a clearer picture of the needs of students. This tool will support that goal and provide for greater alignment among support service stakeholders. **Over 250 staff members will pilot** the data collection tool this school year to include school counselors, social workers, and Communities in Schools staff. Campus staff from the Family and Community Engagement team along with Disability Services and other District departments have been invited to use this communications tool.

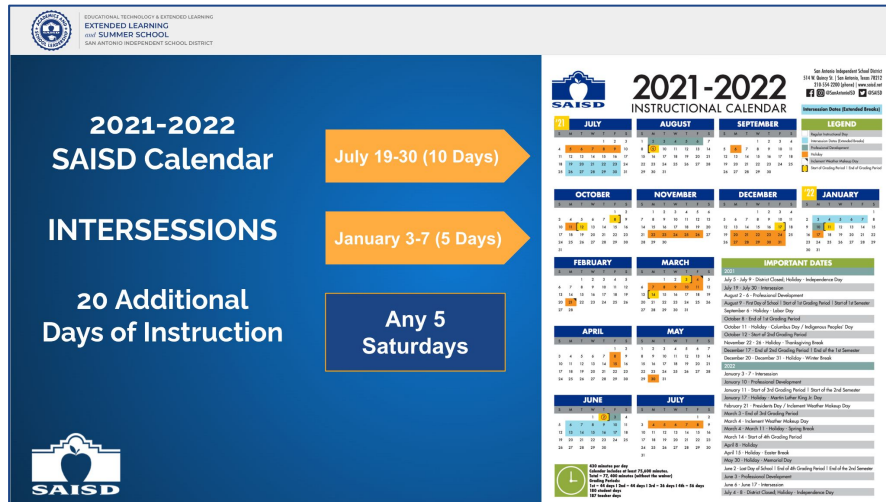
The communications tracker includes a dashboard that allows for data capture by grade level, type of support, campus, and the support service personnel serving the student.



Additional Instructional Time

Instructional Calendar and Additional Days School Year (ADSY)

In response to stakeholder feedback on the impact of the COVID-19 pandemic, the Board of Trustees approved an Intersession Calendar. The calendar provides extended learning opportunities for students to mitigate learning loss and unfinished learning due to interrupted instruction.



The 2021-2022 calendar provided schools with an additional days of instruction that could be implemented to meet the needs of each school throughout the entire academic year. The first ten days was offered district wide July 19-30 as a full day program. In January and through the Saturday intersessions, schools could use these days as targeted supports for identified students.

Components of the 20 Additional Days of Instruction

- 1 A full-day Jumpstart PK-12 academic and enrichment program offered from July 19-30 with after school care in grades K-5. All district services provided during Jumpstart included transportation, nutrition, health care, and all program components offered at schools.
- 2 An early start to the academic year through Jumpstart. The new academic program commenced August 2 for teachers and students on August 9.
- 3 The January 3-7 additional days were offered as either half or full-day instruction with all district services provided.
- 4 Five Saturdays to be used by campuses as needed with calendar restrictions.

Instructional Calendar and Additional Days of Instruction




To commence the work around additional days of instruction, all campuses designed their instructional program and submitted a plan and budget ([see sample](#)) aligned to District goals and objectives, campus improvement plan, and state standards and testing requirements. Each plan had to incorporate three identifiable elements: 1) rigorous curriculum, 2) the leveraging of 1:1 technology devices, and 3) interactivity and active play. The campus plans and budgets are then vetted by Academic and School Leadership prior to commencing any of the implementations. A separate plan for [Saturday Intersessions](#) was developed to ensure the flexibility in the selection of dates and times. Administrator guides were constructed to guide the school leaders.

As part of a district commitment to offer rigorous and engaging instructional programming with highly qualified teachers, the 20 days of additional instruction compensates instructional staff at their hourly or daily rate. For planning purposes, [a teacher companion guide](#) was provided to offer program clarity, expectations, and compensation. Campuses were encouraged to identify students that will benefit from the 20 days of instruction for the entire school year as this too supports HB 4545.

Mitigating Learning Loss

SAISD offered a comprehensive academic program in support of early intervention for at-risk students who had experienced learning loss as a result of remote learning during the COVID-19 pandemic and who were expected to experience summer learning loss as well. As depicted in the image below, SAISD offered 5 distinctive supports.



2020-2021 Extended Learning Opportunities to Mitigate Learning Loss and Students At-Risk of Failing

Working DRAFT

OVERVIEW

Summer programming in 2020-21 will look different this year as SAISD implements an early intervention program, EOY EXCEL to provide students at-risk of failing with focused instruction led by teachers in both the in-person and virtual instructional environments. Campuses will design a schedule that facilitates small group instruction that is aligned to students' areas of greatest need. The program will include between 2-4 weeks of intensive support for mastery learning of course requirements necessary for next grade level advancement and graduation. Virtual programs will be offered to support Bilingual PK4-K and college test prep. In addition, high school students in credit recovery will be supported with an expansion of grade levels. **No in-person instruction will be held to ensure deep cleaning of the schools.** An early Jumpstart program will commence during the first district intersession July 19-30 the 2021-22 Jumpstart program.

PROGRAM PRIORITIES

Summer Programming, including EOY EXCEL will focus on the following priorities:

- Reducing the COVID-19 Instructional Gaps
- Repairing Grade Loss
- Course Recovery
- Completing Graduation Requirements
- TSI, ACT, SAT Prep

Academic Program Offerings

- 1 End-of-Year EXCEL (Grades PK-8)**
 - Campus-designed Rotational Schedule for Teacher-Led Instruction
 - Elementary and Middle School can start as early as **May 17** up to June 17
 - Accelerated Instruction Plans will be completed prior to EXCEL program
- 2 High School Credit Repair & Recovery**
 - End-of-Year EXCEL Teacher-Led Instruction **May 31-June 11**
 - Edgenuity system will be expanded to grades 9-12
- 3 Bilingual PK4-K Summer Learning**
 - Summer program will be held virtually and in-person
- 4 College Exam Preparation for TSI, ACT, SAT**
 - Campus-based in-person and virtual
 - End-of-Year June Prep in-person and virtual
- 5 Jumpstart PK-12**
 - Summer program will be held in-person **July 19-30** (1st Intersession in 2021)
 - Student to teacher ratio 15:1
 - Rotational schedules will include enrichment programming in the afternoon for elementary (all day program for elementary)
 - TSI, ACT, SAT July Prep in-person and virtual

ADDITIONAL PROGRAMS

The SAISD Digital Learning Playground and Book Clubs will be offered to support summer virtual programming.

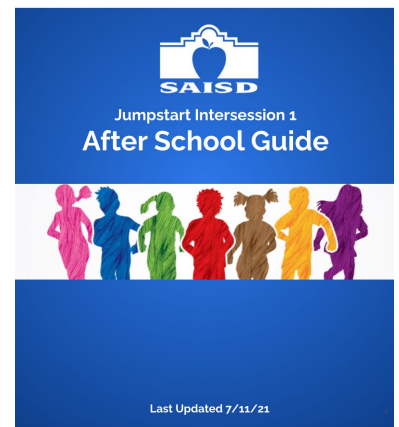
For more information contact the Extended Learning Department.

Mitigating Learning Loss Cont.

The initial extended learning opportunity afforded to students and families was the [Jumpstart](#) program for students in PK-12. This program was the first full-day summer learning program **offered in SAISD for ten days in 95 schools throughout the district**. The summer programs served to reduce learning loss or unfinished learning and credit recovery, preparation for summer state re-testing, college readiness exam preparation: SAT, ACT and TSI, summer bridge programs, as well as enrichment opportunities in STEM, Fine Arts, and other academic programs.

Jumpstart was designed to [engage students](#) in highly engaging curriculum and field trips, and as the first in-person back-to-school experience that reassured families that schools would return to a safe school start and joyful learning.

While the district offered comprehensive logistical programming support, schools were responsible for program promotion, online registration, teacher recruitment, and readiness. **As a result, 11,586 PK-12 grade students participated and over 1,200 instructional staff were hired to conduct instruction with a teacher to student ratio of 1:15 in all subjects.** Subject offerings were contingent upon available instructional staff who had completed their teaching contract only four weeks prior to the launch of the Jumpstart program. **An additional 727 high school students earned credits through the online credit recovery program.** Through ESSER funding, families were also provided with [after school extended learning services](#).



Schools and teachers had the option to utilize district-developed curricular [choice boards](#), [daily curriculum](#), instructional resources such as [STEAM kits](#), robotics, LEGOs, and to participate in the aligned [professional development](#) for these aforementioned resources.

Curriculum

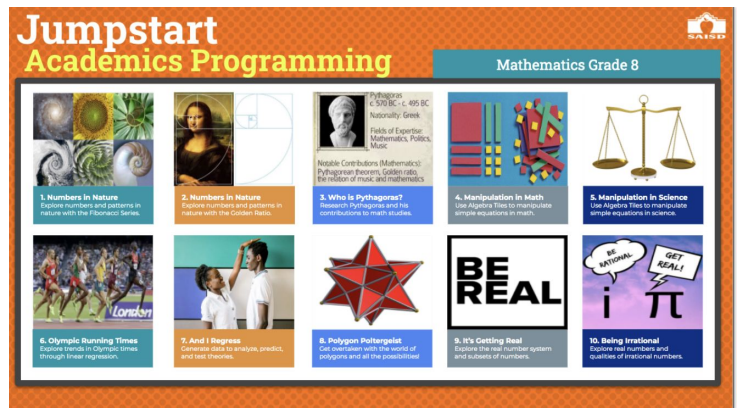
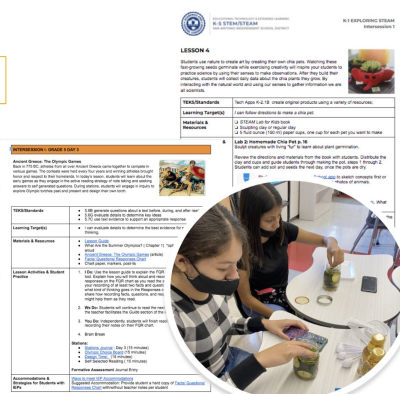


Core Content K-12

STEAM/STEM K-5

Robotics K-12


Art / Music / Athletics / PE



Mitigating Learning Loss Cont.


As an enhancement to in-person programs schools and teachers had access to a digital learning playground filled with district-developed interactive, self-paced lessons using a variety of apps; a **distribution of over 5,000 free books for grades PK-5**; and a digital book club with free paper-based books for students who participated in the readings and activities.





Tafolla Middle School @TafollaToros · Jul 27

Our @TafollaScience students in Ms Wongs "Extreme Science" class distinguish the differences between physical and chemical changes in matter. #JumpStart @scispecialists @PattiSalzmann @SAISD





Burbank HS, SAISD @SAISDBurbankHS · Jul 26

Students at Burbank HS enjoy **JumpStart** activities and learn about past generations who walked the halls while discovering new programs and additions to the Bulldog community.



Jumpstart Survey Results

Cross-departmental support included 127,897 meals served, 600 bus pick-up and drop-off locations, health provider services, and 712 students attending after school programs at 31 elementary schools.

Surveys were conducted for families, staff and teachers. The results demonstrated a positive overall program implementation. Implementation of the Saturday Intersections are underway and planning for the January Intersections and June will continue.

Parent Survey Results	
94%	Jumpstart program exceeded or far exceeded expectations
80%	Extremely satisfied with the Jumpstart program.
86%	Yes, their children will participate in the future.
51%	Need child care in order to participate.

Parent Comment "I felt it helped them quite a bit. Prepared them for the next school year. Their education is very important to me."



Staff Survey Results	
96%	Believe their Jumpstart work was valuable.
92%	Overall satisfied with Jumpstart.

Teacher Comments "To be able to interact with students and support them emotionally first then academically."

Teacher Comments "Connecting with students, getting them back to campus, some for the first time in over a year. Building self-confidence and enrichment activities as well as credit recovery to stay with the cohort."



Student Survey Results	
------------------------	--

84% Likely to Extremely Likely to participate in the Jumpstart program in the future.

Liked BEST 42% Interacting with classmates.
21% Being on campus in person.
17% Learning new topics.
9% Participating in enrichment.

Student Comments "I got the English TSI out of the way."

Students Comments "Being able to see that everyone is okay and well."



Summer Learning 2022

Summer learning is planned for June, 2022 for a projected for 18,111 students in a variety of dates. Students in K-12 will have the opportunity to attend almost 100 academic and enrichment camps that will offer high quality, high-impact, engaging, and exciting summer camps in the following:

In **PK4-K Bilingual and K-8**, the camps are full day and in-person from June 13-24. Camps include:

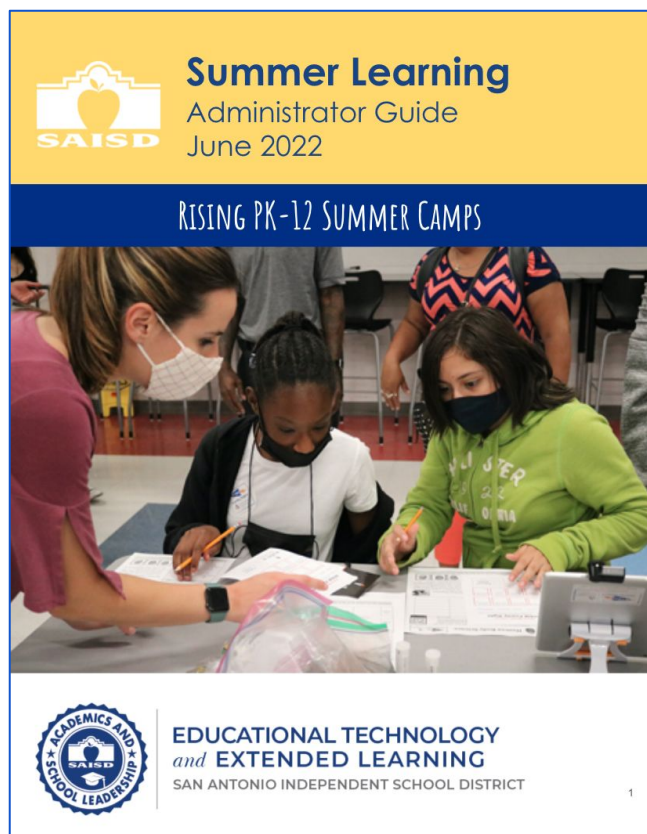
- SMART Challenges
- Visual Arts
- STEM
- Digital Learning
- Ethnic Studies
- Outdoor Adventures (K-5)
- LOTC/ROTC STEM

In **high school**, camps are half-day and full-day that start June 6 to support:

- EOC/SAT/ACT/TSI Test Prep
- Credit Recovery
- College & Career Readiness
- P-Tech Summer Enrichment
- Summer Bridge Programs
- ROTC

All programs will run as full-day programs with all district services including transportation, breakfast, lunch, and health. Camps will also include field experiences specific to the program offerings including, but not limited to college camps, outdoor adventures, etc.

SAISD will also offer fine arts programs district-wide in the form of visual arts instruction in K-8 and district-wide camp offerings in band, mariachi, dance, orchestra, choir, secondary visual arts, and leadership institute camps.



Canvas and Digital Resources

SAISD leverages its 1:1 technology device implementation through a variety of PK-12 educational technology resources and [blended learning instructional practices](#) that offers a [future-ready pathway](#) for deeper personalized learning experiences for students.



Blended vs. Tech Rich	
<p>Blended Learning</p> <p>Students learn in part through online learning, and they have an element of control over where, when, and how they work.</p> <p>Devices are used to leverage opportunity for personalization.</p> <p>Classrooms fundamentally shift instruction in a way that provides an integrated learning experience.</p>	<p>Tech-rich Instruction</p> <p>Students use technology to do the same work at the same place, time and pace.</p> <p>Devices are used to support traditional instruction.</p> <p>Classrooms may enhance traditional learning experiences.</p>

SAISD ensured that all PK-12 students and teachers have access to robust digital resources to support in-person and virtual learning through blended high-quality instruction. Canvas, the district's learning management system (LMS), is made up of a powerful set of highly integrated learning products that allow teachers and schools the ability to customize their digital learning experiences for students. It operates as a central hub for curriculum, instruction, assessment, and mastery courses; and has a built-in assessment system with analytics to measure mastery of content.

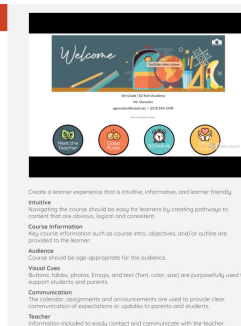
Canvas integrates with emerging technology and educational software apps such as Google, Microsoft, and Adobe, and incorporates dynamic communication tools for the digital classroom including calendars, announcements, and discussion boards. **It also supports the use of assistive technology with Immersive Reader, Closed Caption, video annotation, and language translators.**

As a continuum of support through ESSER funding that commenced during a COVID-19 pandemic, Canvas 2.0 represents the lessons learned on how best to utilize the LMS in K-12 and the [expected ongoing implementation](#) that focuses on parent communication, student agency, collaboration and college, career, and military readiness.

2021-2022
CANVAS 2.0



[Watch Video](#)



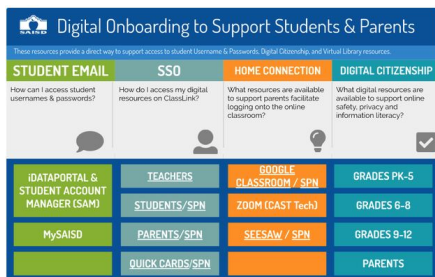
The Canvas Learning Management System leverages technology in the [blended learning](#) classroom. In addition, Canvas serves as a collaboration platform for active learning and a communication tool for students and families.

In the event of an unexpected COVID-19 campus closure, the District will support the transition to remote learning by ensuring access to the Canvas LMS and other digital tools listed below so as to minimize any disruption in daily instruction.

Digital Tool	Grade Levels	Description
ClassLink Single Sign-On	PK-12	Provides access to apps, e-books, digital textbooks, and other digital tools. Students will be provided with QR codes to easily login to resources.
Canvas LMS	PK-12	Teachers publish their course content online including lesson activities, assessments, videos, contact and communication protocols, course syllabus or calendar, and link to other apps such as Google, Kami, Seesaw or PearDeck.
Seesaw	PK-3	A digital portfolio used in the lower grades to share and upload assignments for young children and serves as a communication tool for parents.
Zoom	PK-12	A web conferencing tool used for live class instruction.

SAISD, like other school districts across the country, is confronting the impacts of the COVID-19 pandemic and its disproportionate impact on economically disadvantaged families and students at risk of failing. The impact is extensive and requires schools to develop long-term plans to restore learning loss while managing the health and well-being of students. Students must rebuild both their academic stamina as well as their confidence, resiliency, and agency to navigate the current digital learning models whether hybrid, in-person, or virtual.

To support this effort, SAISD has built custom resources to help students reinforce their learning in blended learning environments by providing a variety of choice boards on how to use interactive and productivity platforms, digital content and learning management systems. These tools are integral in supporting students while working remotely and will be continued to be reinforced during the extended learning opportunities.



Extended Calendar for Master Teachers

The Master Teacher Initiative (MTI) is an SAISD initiative designed to develop, support, recognize, retain, and reward excellent teaching. It includes multiple measures of effective teaching that reflect the district's values for teacher development and performance to accelerate student achievement. MTI identified teachers will provide extended time teaching during the 2021-2022 school year.



Required activities with students such as tutoring, enrichment, and acceleration will provide an additional 3 hours of extended day support weekly. MTI identified teachers are also provided a stipend of \$10,000.00 for working an additional twenty (20) non-contract days in direct service to students during the district's scheduled intersessions and/or five Saturdays. Specific requirements are determined at the program/campus level and in accordance with district guidelines.



Professional Learning

Professional learning will support the design, delivery, and assessment of research based instructional practices that meet the needs of our students during the COVID recovery period. Training opportunities and support such as the sample of activities listed below will equip teachers to serve their students well.

Reading Academy Substitutes	Support the implementation of the Texas Reading Academies by providing enrolled teachers release time to complete academy components, plan and reflect on lesson and artifacts, and complete required assessments.
Literacy Academy Stipends	Teachers who successfully complete all components of the Texas Reading Academy are eligible for a one time stipend of \$1,000.
Leadership Speakers	Professional learning designed for principals and assistant principals to address specific leadership skills and dispositions needed to lead urban schools particularly in a period of pandemic recovery.
Cultivating Genius	Led by Dr. Ghoddy Muhammad with Hill Pedagogies, this series of training at Sam Houston HS and Highlands HS will focus on culturally responsive practices that engage students in literacy.



Additional Supports Needed for a Strong Recovery

Academic Recovery

SAISD has identified the following key strategies for Academic Recovery.

Build a Learning Community

Provide High-Quality Instruction

Utilize Formative Assessment

Monitor & Close Gaps

Engage in Professional Learning



Build a Learning Community

- Trauma Informed Practices
- Mental Health Support and Social Emotional Learning
- Culturally Responsive and Sustaining Teaching
- Student Engagement Strategies



Academic Recovery

Provide High-Quality Instruction

- Rigorous On-Grade-Level Instruction
- Learning Gap Analysis and Purposeful Scaffolds
- Content-Based Language Instruction and Differentiation
- High-Quality Instructional Materials
- Cross-Content Literacy



Utilize Formative Assessment

- NWEA Measure of Academic Progress (MAP)
- Campus-Based Assessments
- Curriculum-Based Assessments
- [Ongoing Formative Assessment Checks](#)



Monitor & Close Academic Gaps

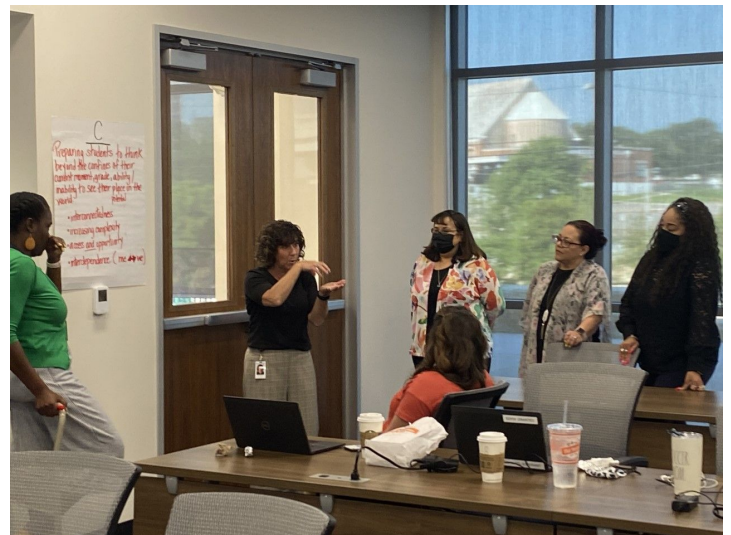
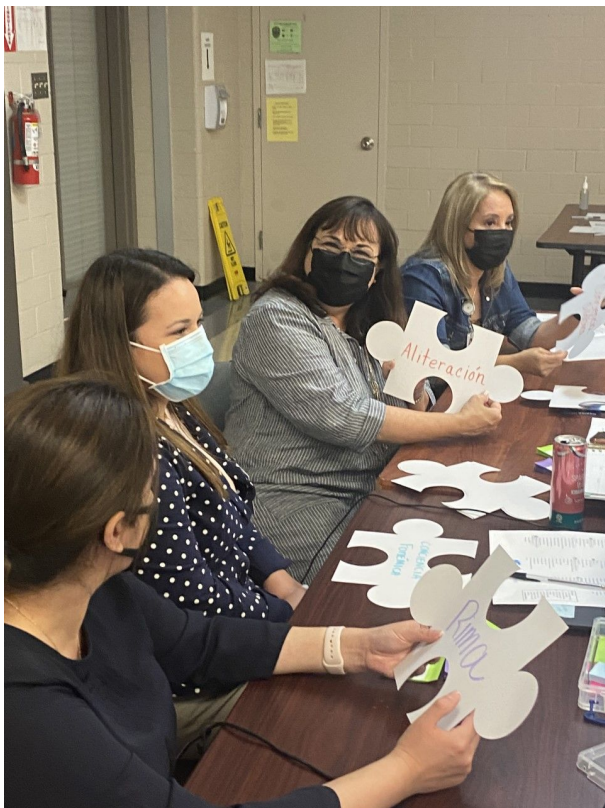
- Whole Child Learning
- Progress Monitoring
- Engagement Through Content Enrichment



Academic Recovery

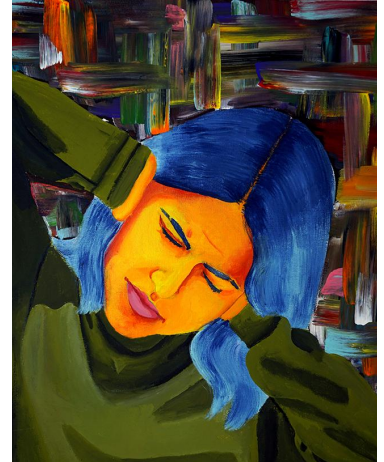
Engage in Professional Learning

- Building Deep Mathematical Understanding with Robust Instruction
- Improving Literacy with Integrated Reading and Writing
- Texas Reading Academies
- 7 Steps to a Language-Rich Interactive Classroom
- Blended Learning for In-Person Classrooms
- PLC Support: Scaffolding Instruction to Accelerate Learning



Fine Arts After School Programs

Fine Arts will be piloting After-School Programs at the comprehensive high schools: Brackenridge, Sam Houston, Edison, Highlands, Burbank, Jefferson, and Lanier. Classes will be offered in 9-week increments in a variety of fine art courses. The goal is to increase attendance and participation for 9th and 10th grade students, however any high school student will be able to participate. Listed below are the after school programs:



Campus	After School Program
Brackenridge High School	Pop Choir
*Sam Houston High School	Lighting and Audio Visual Lab
Edison High School	Hip-Hop
Highlands High School	Dance Fitness: Zumba and Yoga
Burbank High School	Graffiti Art/Murals
Jefferson High School	Drawing/Graphic Novels
Lanier High School	Painting

*Equipment and supplies have been ordered and received and programs are staffed.

Fine Arts Teachers

The Fine Arts Department is providing additional staffing positions which include fine arts teachers and contracted service instructors at identified secondary and large elementary schools. The additional positions and after school programs will ensure that fine arts offerings are more accessible to students during the school day. These offerings are also available to students who do not have room in their academic schedule. With the additional fine arts teacher positions and after school programs, students will have greater flexibility and further opportunities to explore, participate and develop skills in the fine arts.

Folklorico and Mariachi Expansion

The expansion of the Folklorico and Mariachi program will be offered at the following schools listed below. The Folklorico and Mariachi Expansion have the ability to offer students a better understanding of cultural knowledge, improved physical health, and enhancement of emotional development. In addition, the programs will encourage socialization and creativity, while enhancing cognitive development. Studies show that students involved in fine arts show gains in math, reading, critical thinking and verbal skills. Starting in elementary, students will have the opportunity to start learning Ballet Folklorico and Mariachi. The students will have the ability to continue to participate as they transition from grade levels.



Campus	After School Program
*YWLA Primary	Ballet Folklorico
*Bonham Academy	Ballet Folklorico
*Longfellow MS	Ballet Folklorico
*Jefferson HS	Ballet Folklorico
*Brackenridge	Ballet Folklorico
*Barkley Ruiz	Mariachi
*De Zavala	Ballet Folklorico, Mariachi
*Ball Elementary	Mariachi
*Herff Elementary	Mariachi
*JT Brackenridge	Mariachi
Smith Elementary- PENDING INSTRUCTOR	Mariachi

*Equipment and supplies have been ordered and received and programs are staffed.

College Readiness and STEM Education

P-Tech and Early College High School Teachers

SAISD leveraged ESSER funds to provide P-TECH/Early College High School teachers to support students in taking college courses in the five P-TECH Programs we offer. The programs include Cyber Security, Manufacturing and Engineering, Construction, Business, and Health Science. The teachers monitor students' grades and attendance in college courses and provide support as needed. As colleges have moved some courses to online or hybrid formats, these roles are essential to the success of students. These teachers work in collaboration with college instructors to help support students and keep them on track for graduation. In addition, they prepare students for college readiness. Click here to find out more about [SAISD P-TECHs](#).

Additional teachers for P-TECH, LOTC and other growing programs

SAISD continues to expand additional P-TECH campuses to include Advanced Manufacturing, Construction Management, Cybersecurity, Health Science and Business Management. With five growing P-Techs, an additional twenty-two educators who are certified to teach CTE and/or advanced middle and high school courses are necessary to provide high quality, engaging instruction to 9th - 12th graders. **With this addition, SAISD anticipates a 15% increase of enrollment in the P-TECH programs by the 2024-2025 school year.**

STEM Education Coordinator and Enrichment Program

SAISD provides various enrichment opportunities through STEM related activities and organizations. The STEM Coordinator provides supports to secondary campuses around the district in the areas of Robotics, Cybersecurity, E-Sports, and other STEM related activities.



K-5 STEAM Education

Early awareness of STEM Education in the primary grades has been launched in SAISD as part of a coordinated program of study that is detailed in the first [K-12 STEM Plan](#). The plan places a focus on building a STEM pathway that begins in elementary using the components of the [Texas K-12 STEM Education Framework](#), a STEM Model Progression . The model offers schools an opportunity to embed STEM/STEAM instructional programming in a variety of levels: Exploration, Introduction, Partial or Full Immersion.

STEM Model Progression			
Exploratory: Starting Point	Introductory: Developing	Partial Immersion: Intermediate	Full Immersion: Advanced
<ul style="list-style-type: none"> STEM experiences are stand alone events STEM experiences are not connected to content STEM experiences are not aligned to TEKS Examples: Family STEM events, STEM-related field trips, competitive robotics or coding teams, hour of code events, library, summer and/or after-school STEM activities 	<ul style="list-style-type: none"> STEM experiences are available for a limited number of students STEM experience is anchored in one content area throughout the school STEM experiences might be aligned to TEKS Examples: STEM electives and/or CTE are courses offered to students. Campuses may provide makerspaces or computer labs to support STEM instruction. 	<ul style="list-style-type: none"> STEM experiences are available for a limited number of students STEM experiences are cross curricular within each grade STEM experiences are embedded in the content and aligned to TEKS Examples: Some grade levels integrate interdisciplinary STEM PBL units. Makerspaces and computer labs provide access to tools for fabrication and digital creation. Students showcase learning through exhibitions and carrying out solutions to real world problems. 	<ul style="list-style-type: none"> STEM experiences are taught across all content areas with a cross curricular approach for all students STEM experiences are taught through PBL/Design-based challenges STEM experiences address multiple TEKS and subject areas Examples: Campus plan includes STEM action items. Teachers are supported through high-quality professional development and access to resources. Students are provided a clear pathway for STEM through graduation, including access to advanced mathematics courses as well as career fairs, field experiences and guest speakers.



Through ESSER funding and with an alignment of internal and external partnerships, the K-12 STEM Plan was rolled out in K-8 schools during the July 2021 Jumpstart Intersession 1 program. Students participated in a new and highly engaging, hands-on learning curriculum that included robotics, literacy-based STEAM activities, and the introduction of the engineering design principle.

As a result of this initial ESSER-funded opportunity, 17 elementary and 2 middle schools have begun work on establishing a STEAM-focus curriculum as part of their daily instructional program focus. Ten schools have also been awarded a new SAISD Foundation-grant to participate in a 3D Printing Academy. All of these schools are in the design process for establishing a STEAM Readiness Plan to construct their STEAM onboarding experience with targeted professional development.



 Available for K-6			
ENGINEERING AND DESIGN	COMPUTER SCIENCE	MEDIA DESIGN	STEAM SUPPORT
Makerspaces and Makerfaires	LEGO & Wonder Workshop Robotics	Adobe Spark	Mentorship
Tinkercad & 3D Printing	Hackathons	Animation	Curriculum Design
Tower Gardens and Eco-Learning	Code Spark Academy & Scratch	Minecraft	Competencies and Portfolios
Design Thinking	Circuits and Microbit	Recording Studios	PBL Planning & Research

Behavior Specialists, Board Certified Behavior Analysts, Resource Teachers, Speech Language Pathologists

The expansion of special education supports at each of the seven comprehensive high schools, in order to best address students' disability related needs, include the addition of a dedicated Behavior Specialist, a Board Certified Behavior Analysts (BCBA), and Resource Teachers. Resource teacher positions were committed to allow the expansion of the continuum of special education services, to provide small group specially-designed instruction, for students with needs related to math and ELAR. A needs assessment was conducted to consider equitable access and service delivery models for students with disabilities in the area of Speech-Language and Communication, resulting in the District commitment **to add 20 additional Speech-Language Pathologist allocations**. As a direct result of the pandemic, the District is experiencing an influx of physician recommendations for Homebound instruction due to students' medical conditions that place them at significant risk for life-threatening complications. In order to meet requirements of Child Find and IDEA, as well as access through Section 504, ESSER funds are being utilized to support the expansion of Homebound services (through additional part-time teacher allocations) for eligible students.

Academic Deans

At each comprehensive high school, four core content Academic Deans have been added to the existing instructional staff. The [Academic Dean](#) is a campus department-based position that improves student achievement and enhances teacher capacity by providing programmatic curriculum, instruction, assessment, differentiation, and professional learning aligned to the campus academic program.

Academic Deans lead department staff with instructional coaching, model teaching, and designing of targeted intervention small group instruction based on data analysis. Additionally, Academic Deans lead the monitoring of all college, career, and military readiness metrics for all students to ensure attainment of postsecondary readiness indicators. Finally, Academic Deans provide students with appropriate learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth.



In Home Learning

On August 5, 2021, the district launched a link to allow parents to request In Home Learning. The District prioritized students in grades K-12 with medical conditions that might make attending school in person unsafe, students with household members who are immunocompromised, and students who had experienced trauma as a result of COVID (parental deaths, for example).

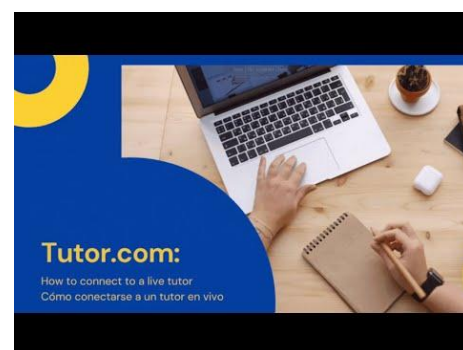
The District explored a variety of virtual and online schooling options, with a final recommendation of the Pearson Connexus program, which was approved by the Board of Trustees August 16, 2021. The district launched the In Home-Learning Platform **for the first 500 students** on Monday September 13, 2021.

The SAISD Board of Trustees approved the purchase of an additional 500 Pearson Connexus licenses.



One-to-One Virtual Tutoring for all SAISD Students

SAISD has committed to support all students with individualized learning through one-to-one tutoring engagements with subject matter experts. Tutor.com is optimized for easy student access from any internet-connected device and can be accessed through students [Classlink](#). Through a virtual classroom, available 24/7 anywhere with internet access, **students have access to over 3,000 subject-matter experts**. The tutors provide homework support, AP support and skills-building in more than 40 subjects, including math, reading, science and social studies for grades K-12. Students are able to also access tutors for support in both Spanish and English.



Support for Students to Graduate College Ready

Texas College Bridge



As part of our extended learning strategy, we will have opportunities for students to prepare for the TSIA exam (credit bearing course placement assessment) and the SAT and ACT exams. We intend for all of our graduating students to be ready for postsecondary success, and assessment preparation plays a key role in their learning journey.

Through our collaborative partnership with the Alamo Colleges, UTSA and Texas A & M, SA we offer College Prep courses that prepare students for success in first year math and English courses. Using a new resource known as the Texas College Bridge as our core content in these classes or as a stand-alone course, students may complete a math or English course tailored to their needs in an online platform with close support and monitoring from their content area teacher and their counselor. Students who attain a 90% or better level of mastery in this online course, whether taken through the College Prep course or as a stand-alone course, may use their certificate of successful completion as their demonstration of college readiness in lieu of taking the TSIA exam. Performance data in the year following completing the College Prep course and/or the Texas College Bridge stand-alone course demonstrate high levels of success in completing the subsequent college level course. Students who complete the math and/or English curriculum through this resource may also derive benefit for their performance on the SAT and/or ACT as all skills and content are aligned. Campuses may choose to supplement this resource with additional college preparation materials and tutors.

Amplify Literacy Pilot

We recognize that the 2020-2021 school year represented a significant departure from the norm for our staff, students, and families, yet we cannot afford to miss an opportunity to accelerate the learning and growth of our students. In this spirit of maintaining high expectations, **we are piloting Amplify at 18 elementary campuses over 3 school years.** Amplify is a comprehensive literacy curriculum grounded in the Science of Reading. Amplify's Core Knowledge Language Arts program systematically sequences lessons steeped in deep content knowledge coupled with grade appropriate foundational language skills. The intentional approach to building content knowledge in history, science, literature and the arts while integrating the foundational standards allows students to develop the skills necessary to access and unpack increasingly complex texts. The explicit, systematic lessons provided by Amplify equips teachers with the instructional tools to engage students as skilled readers and writers.

Parent and Community Engagement

Stakeholders indicated in the ESSER survey that family engagement is an area where they would like to see an investment in.

FACE Specialist Early Start Opportunity

All Family and Community Engagement (FACE) Specialists were afforded the opportunity to return to work early and begin supporting families before Jump Start began. By being on campus early in the school year, this group of staff members was able to connect with families and ensure students had all the resources they needed for a strong school start.

Back to School Resources

The District also created two opportunities to support families with all items needed to be ready for school. On July 31, SAISD hosted a back to school resource fair. In addition to offering free haircuts, uniforms, backpacks, school supplies, shoes, undergarments, and socks, over 80 exhibitors were available to offer families resources to support their children socially, emotionally, and academically. This event also included free transportation. Families that were unable to attend this event were afforded the opportunity to request these resources and have them delivered to their campus in August.



San Antonio Food Bank Partnership

The District partnered with the San Antonio Food Bank to help address food insecurity in SAISD families. This partnership will allow the District to host 11 districtwide food distribution events by June 2022. **This partnership will also support SAISD in establishing food pantry hubs at 8 schools, including its 7 comprehensive high schools, by June 2022.** Additionally, the District continues to keep food inventory at the Pickett Family Center for emergencies and so families that need this resource, but are unable to attend a distribution event, will have non-perishable food delivered to their home by the FACE Specialist or Social Worker.

Parent and Community Engagement

Family Workshops

The District is offering resources to families to support their children socially, emotionally, and academically through its catalog of family workshops. These sessions will allow families to access key resources from District experts and partners and provide families with an opportunity to gain skills and learn how to navigate the school system more effectively. Sessions are offered in-person and via Zoom and in the morning, afternoon, and evening so they are accessible to all families. All sessions are offered in English and/or Spanish with interpretation services.

Customer Service and Professional Development

The District continues to have a focus on providing all stakeholders with a great customer experience. Professional development in both customer service and family engagement continues to be a priority and monthly offerings are provided to family engagement staff.

Parent/Teacher Conferences

The District recognizes that the partnership between the school and the home is critical to student success. As such, the SAISD will again be hosting district wide parent/teacher conferences in the fall and spring so all families have the opportunity to meet with their student's teacher to discuss progress to date and any support. The Fall 2021 conferences are scheduled from September 27 through October 8 and Spring 2022 conferences are scheduled from May 2 through May 31.



Enrollment and Marketing

Knowing that SAISD followed national trends regarding enrollment with decreased attendance across all grade levels, especially early childhood, the district allocated ESSER funds towards enrollment and marketing strategies to reach the community. The strategic initiatives include enhancing the district's profile, ensuring the community of its safety protocols, and encouraging families that the district cares about their children being in school.

The Office of Access and Enrollment Services works in partnership with multiple departments including Communications and Marketing, Dual Language, ESL, & Migrant, School Leadership, and Early Childhood, as well as the City of San Antonio, with its efforts which include but are not limited to the following:

- Implement a more aggressive “ground game,” especially conducting home visits, block walking targeted neighborhoods, approaching businesses for recruitment help, and recruiting on-site at events and locations around San Antonio.
- Invest heavily in paid media advertisement, a proven strategy employed by surrounding charter organizations, which includes heightened social media, elevating Internet search engine presence, increasing print ads, banner ads, billboards, commercials, and more.
- Arrange enrollment opportunities within neighborhoods through pop-up events to make registering/enrolling easier for families.
- Create multiple “We Care” touch points to currently enrolled families throughout the year via mailers that highlight enrollment timeline milestones.
- Continue successful SAISD best practices, including promoting Choice Schools and Programs, phone banking, and distributing incentives to encourage registration and enrollment.



Safety and Personal Protective Equipment

Even though COVID is currently well controlled, we will continue to be vigilant and allocate funds to reflect our commitment to ensure every student and staff member is as safe as possible, with the following investments:

- Merv-13 Enhanced AC Filters and Rotation Schedule
- Plexiglass Desk Shields and Mobile Dividers
- Face masks for students and staff
- Hand Sanitizers
- Sanitizing supplies for Surface Cleaning for custodial staff
- Enhanced filtration and ventilation
- COVID Supplies



The following safety protocols listed below are included in the Safe Return to In-Person Learning and Continuity of Services Plan.

Air Filtration

The District continues to implement an aggressive preventive maintenance program of the HVAC systems to ensure systems are functioning as intended. In response to COVID-19, the district moved early to upgrade standard air filters to higher efficiency filters designated as MERV-11, and in many places, the HVAC systems were able to accommodate an even higher efficiency filter, MERV-13. Additionally, the district doubled the frequency with which the HVAC filters are replaced at SAISD schools and supporting facilities. Further following guidance by the CDC and the American Society of Heating, Refrigeration and Air Conditioning (ASHRAE), the district also runs its HVAC systems for additional hours beyond the school day to increase ventilation time and employs methods of natural and forced ventilation to bring more outside air into its classrooms and common areas.

As a combined effort to improve air quality, health and academic outcomes for the COVID-19 pandemic and beyond, San Antonio ISD plans to purchase with bond funds more than 5,000 portable purification systems for its classrooms. The district plans to purchase units for PK-5 learning spaces, sixth through 12th grade classrooms, and cafeteria spaces. The district will begin immediately deploying units to PK-5 classrooms, focusing first on the youngest populations and the campuses with limited outdoor ventilation.

Sanitizing and PPE

Alcohol-based hand sanitizer dispensers are located in each classroom, as well as throughout common areas on each campus. As recommended by the CDC, our alcohol-based hand sanitizer contains at least 60% alcohol. Staff and students will be provided with disposable face masks as needed.

Cleaning and Disinfecting

Both horizontal and vertical high-touch surfaces in learning areas will be cleaned daily using an Environmental Protective Agency (EPA) approved cleaning and disinfecting solutions, followed by weekly surface treatment using an electrostatic applicator. High-touch surfaces in common areas such as hallways and bathrooms will be cleaned and disinfected several times daily using the EPA-approved solution. The district also employs an additional measure of disinfection by applying a non-toxic, water-based, surface barrier protectant that continuously kills pathogens for up to 30 days.

Visit the [Safe Return to In-Person Learning and Continuity of Services Plan](#) for the prevention and mitigation strategies that are implemented in alignment with the Centers for Disease Control (CDC).

