San Antonio ISD's Strategic Management Plan

D R A F T

February 13, 2023

Incorporates all line edits and major substantive changes made by the District Coaching Team, as well as by Component Leads in response to Staff and Community Feedback

The document in your hands charts the path we — as a *familia* of employees, families, and community members — will take as we work together to build the schools we wish for our students.

It is grounded in the courageous understanding of public schools expressed by the San Antonio ISD Board of Trustees in their Declaration of July 2022:

> The San Antonio ISD is an inclusive *familia* that is the destination for transformational learning that makes the impossible a reality by demonstrating an urgent and relentless commitment to love, nurture, and teach all our students as if they are our own so that they realize their power to shape the world.

This is quite possibly the first declaration by a U.S. school district that includes a word in Spanish – *familia* – and this is intentional. *Familia* captures more strongly the bond we all share as educators, parents, students, administrators, and community members.

With *familia* as our cornerstone, we believe we will make miracles happen for all children by making San Antonio ISD a destination district — a district that families and students come to and graduate from because of its commitment to academic excellence and to educating the whole child, and a district that staff come to, stay with and retire from because it is a great place for them to perfect their craft and make the impossible happen by ensuring all students succeed to their fullest potential.

Always Learning is not your typical strategic plan with a vision statement, a mission statement and a handful of goals. It is a road map that shows how we will come together as a *familia* of educators and community members to do our best to make miracles happen for San Antonio ISD's students.

As a school district and a community, we acknowledge our responsibility to prepare our next generation without regard to skin color, language, gender, or socioeconomic status. Moving forward, *Always Learning* will serve as the framework that we as a school district will use to report our progress to our community. As such, it will also serve as the basis for honest dialogue about our continuous improvement.

This is the miracle we want to see: We want to build on our community's many strengths to ensure that every one of our students reaches their full potential. Our well-being as a society depends on nothing less, and we are committed to preparing the next generation of students to assume leadership in this world.

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Background and Process

San Antonio ISD's progress to the strategic management plan has been deliberate – focused on making sure we set high expectations, and then gathering our educators and community together to create a comprehensive and coherent roadmap that shows the path we will all take to reach them. That journey is well pictured by this graphic, which breaks the process into nine steps.

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1. **The Board Declaration**

The *Always Learning* journey began in July 2022 when the San Antonio ISD Board of Trustees, in collaboration with Administration, met in retreat and developed this Declaration:

> The San Antonio ISD is an inclusive *familia* that is the destination for transformational learning that makes the impossible a reality by demonstrating an urgent and relentless commitment to love, nurture, and teach all our students as if they are our own so that they realize their power to shape the world.

With this statement, they established aspirations that will bind our full community for the years to come.

2. **Goals and Guardrails**

With their Declaration in mind, the Trustees and Administration developed a set of four Goals, or specific, measurable academic outcomes for students, and four Guardrails, or clear, quantifiable values that the district must observe in its pursuit of these Goals. They adopted these Goals on October 18, 2022. For the full text of the Board's Goals and Guardrails, please follow this link.

Improve **reading and writing** outcomes for all students

Improve **math** outcomes for Black students

Improve **college readiness** for students with disabilities

Improve **social emotional readiness** in all students

GOALS
– AND –
GUARDRAILS

Embrace our **community**

Support **excellent schools** in every neighborhood

Create **safe environments**

Ensure **equitable funding**

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When composing these Goals, the Trustees and Administration studied student data for the last 15 years, as well as data from 32 school districts, including all regional districts as well as 16 demographically similar school districts in Texas. When they examined these data, they concluded that, although San Antonio ISD had made progress as a district in the last four years, climbing from what would have been an F on Texas's school district letter grading system to a B, as a district, we still had much more progress to make.

The Trustees established the first goal cognizant of the fact that students in San Antonio ISD have persistently performed below the rate at which students across Texas have performed at meeting grade level expectations in reading. Graph One, below, demonstrates that, although San Antonio ISD students were making gradual progress compared to their state peers before the pandemic, the progress was erased during the pandemic, and continued through last year.

GRAPH ONE: Percentage of Students "Meets or Masters" on STAAR Reading, 2017-22
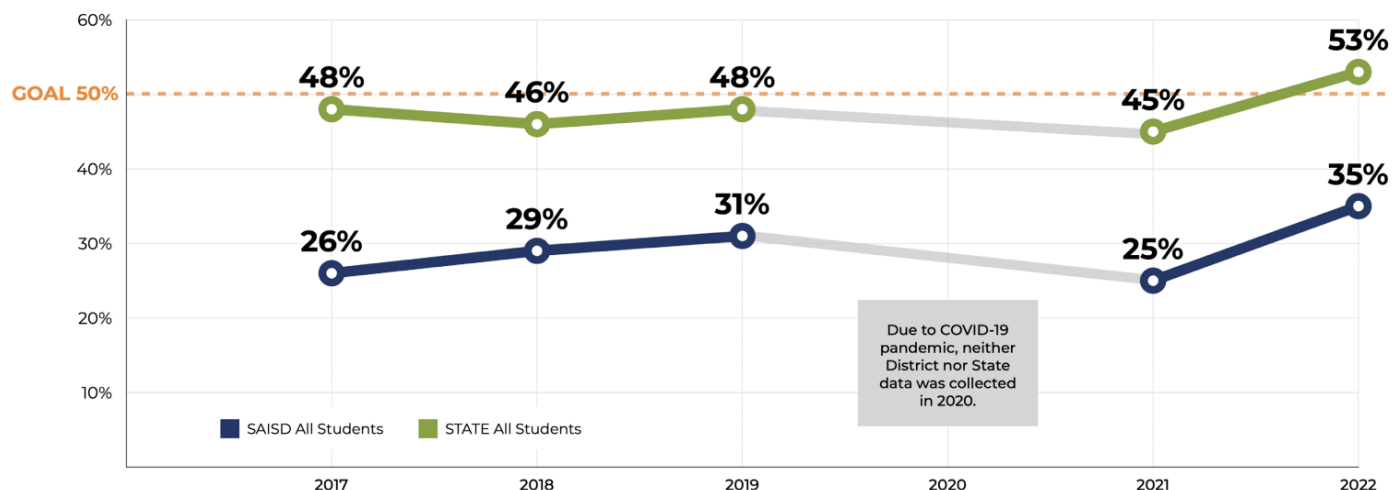
They set the second goal, which focuses on the math performance of our Black students, and the third, which focuses on the college and career readiness of our students with mild or moderate special education needs, because, when compared with all other student demographic groups within San Antonio ISD, as well as in our comparison districts, it was clear that we – along with public schools nationwide - have systemically and consistently permitted those students to fall and stay behind their peers in San Antonio ISD and in Texas.

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Graph Two shows how San Antonio ISD's Black students have persistently underperformed their San Antonio ISD peers by four to six percentage points over the past five years, and their Black peers in Texas by eight to thirteen.

GRAPH TWO: Percentage of Students "Meets or Masters" on STAAR Math, 2017-22, Black and All Students
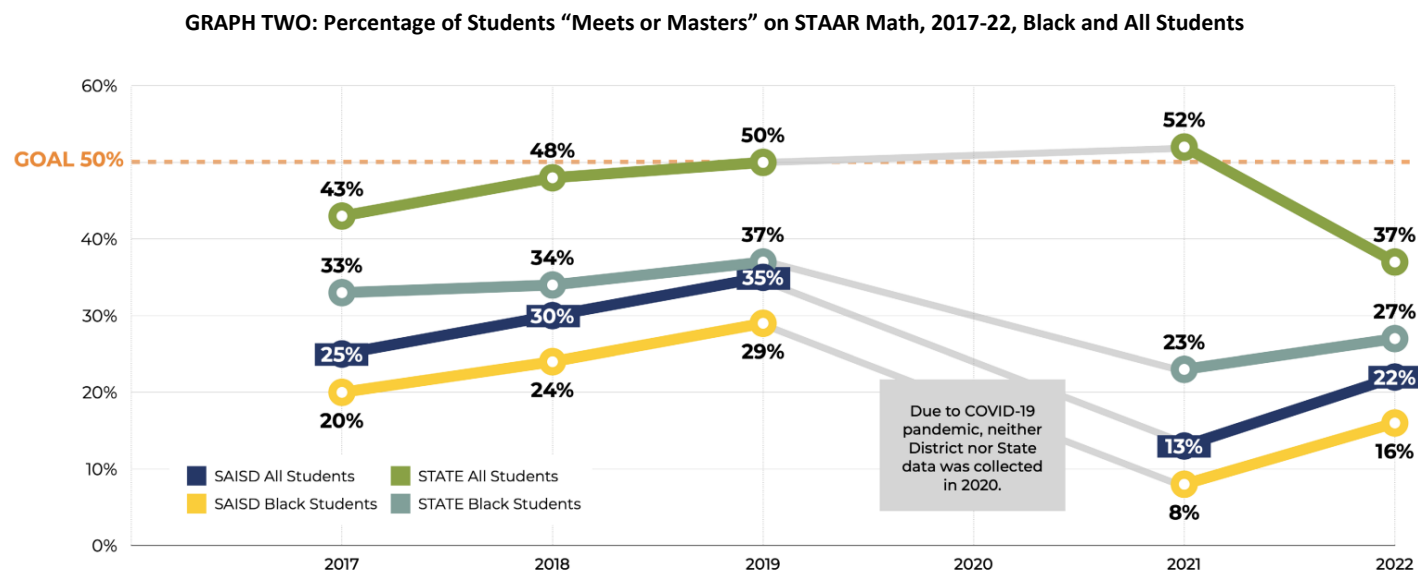

Graph Three charts the performance of San Antonio ISD's mild and moderate special education students compared to their district peers, but this time comparing progress toward the state's expectations for College, Career and Military Readiness (CCMR). What the graph demonstrates, is that San Antonio ISD has underserved its mild and moderate special education students.

They set the fourthgoal, on measured student outcomes in student social, emotional and academic development, because they were committed to ensuring our community and students a well-rounded education, and not one narrowly focused on just reading and math proficiency.

Two of these goals focus on outcomes for all students, and two goals focus on specific student groups where the system has allowed these children to fall behind. We are standing up for these children. It is our responsibility to improve the system, and on behalf of our students, our work will be an acceleration model, and not a remedial model. We strongly believe that if we lift one student, we lift all students - meaning that once we find the strategy that works for one student population, we believe we can apply it to benefit all students.

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With the adoption of these goals, the Board of Trustees called on Superintendent Jaime Aquino and his staff to develop a plan to meet them. They expected that plan to remain in line with the aspiration of their Declaration and Goals, as well as to adhere to the values expressed by their Guardrails. These expectations included thoroughgoing engagement of the San Antonio ISD staff and community.

GRAPH Three: Percentage of Mild/Moderate Special Education Students Who Meet Texas CCMR Expectations
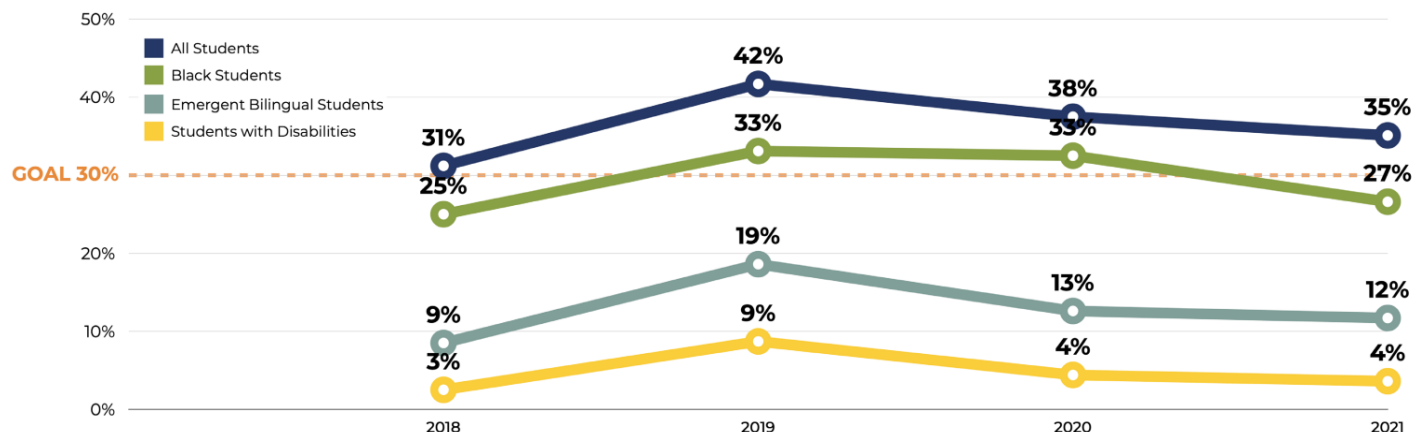
3. **Drafting Team**

Upon the adoption of the Goals and Guardrails, Chief Strategy Officer John Norman led the Superintendent's Senior Team through a short, collaborative process that created *Always Learning's* organizing structure – its four basic sections and twelve related components. This became the foundation for the plan. They then went to work with their respective teams to build on this foundation a set of related objectives, each of which would include detailed activities, timelines and outcomes. They completed this first draft November 28, 2022.

4. **District Coaching Team**

To refine this first draft, we invited a team of 55 staff members from all ranks and stations in the organization – teachers and principals, central office administrators, police, custodial and food-service – to spend work in a collaborative setting to read and edit every line of the plan. Dr. Aquino and the Senior Team felt that this step, with its extensive input from San Antonio ISD staff, was important before bringing the plan forward to our community because it needed in-depth input from representatives of those who would be doing the work. We learned that the coaching team participants found the work rewarding, in large

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part, because they could talk through any disagreements that arose. The ability to respectfully and actively engage in dialogue was as refreshing as it was welcome. The process, which took place between November 29 and December 15, 2022, took more than 32 hours of discussion, and resulted in 584 specific line edits, as well as commitments to develop a set of appendices to the document that included timelines, a glossary, and an index of committees.

5. **All Staff Feedback**

On January 2, 2023, we began the systematic collection of feedback from as many staff members as possible. Taking advantage of an all faculty workday, we brought a single, consistent presentation to each campus, asked principals to assemble every staff member in attendance that day, and gave each meeting participant a chance to fill out a survey that went in depth on one of *Always Learning's* twelve component. If they were interested, staff members could complete additional surveys on other components they were interested in.   Staff that did not work on a campus, including central office transportation and food service staff, didn't have a work day, and were given the chance to hold the meeting and complete the survey over the next two weeks. By January 13, 2023, the district had 52,38 total responses, including 4,835 individual responses to the in depth component survey.

This data was organized into analytic reports, including one that summarized the group surveys, one that summarized the responses to all twelve components, and one each for the twelve separate components. Those reports, which included summaries of the quantitative responses, as well as all of the responses to open ended questions. Those reports were shared with the drafting team, and, later, with the Board of Trustees. They will also be posted on the *Always Learning* web site. Members of the drafting team reviewed the reports and used them as one source of evidence for the next round of revisions to the strategic management plan.

6. **Community Feedback**

Beginning January 13, after gathering feedback from the all staff survey process, and running through February 10, 2023, San Antonio ISD began a process of extensive community engagement soliciting feedback on *Always Learning*. In English and Spanish, the district posted two surveys on its website, a shorter one and a longer one with questions similar to the in-depth component survey distributed to all staff.

The district's Communications and Family and Community Engagement (FACE) teams also rallied community voice. They encouraged families to find out more and complete surveys at our campuses. The district held focus groups and an district-wide enchilada dinner.

On Jan. 24, 2023, more than 40 community members — including parents and representatives from local government, nonprofit groups, neighborhood organizations, business and higher education — came together in focus groups at Alamo Convocation Center to share ideas on the direction the district is headed. Participants remarked that it signaled a new effort in open and honest community engagement. One participant said, "I think it's exciting that they're trying to get more input from different stakeholders. Doing that in a consistent way is going to let the voices of those that don't always get heard, be heard."

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The enchilada dinner followed on Feb. 8, 2023. More than 200 individuals came together comprising alumni, parents, staff, grandparents, students, and engaged community members. After listening to a presentation on the plan, those in attendance were encouraged to visit with district staff stationed at tables who could provide more information on the plan's components. An alumnus said, "There's something really special about being intentional about sharing how our district is working toward the betterment of our schools." Everyone was encouraged to complete the survey, to which a parent said, "I take it as a signal we're including everyone and our voices matter – what parents want matters."

As a result of engagement efforts, we received 395 responses to the survey, which were compiled into an analytic report that was shared with the drafting team and will also be posted on the *Always Learning* web site.

7. **Community Summit**

The community engagement process culminated in a final deliberative meeting, the *Always Learning* Community Summit. Intended, in part, to celebrate the community engagement process and to get closure on the six-week effort, the Summit addressed four Focus Questions derived from the staff and community feedback:

1. **Equity stance.** Our data demonstrates that we have historically underserved specific populations in our community. How should we as a community resolve to make up for those differences, knowing that we must continue improving our work for all students?
2. **Valuing our staff.** We want to make San Antonio ISD a school district where people want to come and stay to perfect their craft, advance their careers and make a good living for their families. What can we do as a community to cultivate a sense of committed belonging among everyone who is already working for the district – and among those who will come to work for us in the future?
3. **Doability.** One steady theme in our feedback is that *Always Learning* is ambitious, but that it may aspire for more than San Antonio ISD can do. Respondents rightly worry about how we will afford some of the initiatives, or that our campus staff are already being asked to do as much as they can. How can the broader San Antonio ISD community make sure that *Always Learning* strikes the right balance between ambition and doability?
4. **Transparency.** As a district San Antonio ISD owes it to our families and our many stakeholders to demonstrate progress to the Board's Goals, commitment to the Board's guardrails and headway on the many initiatives described in *Always Learning*. What are the most effective ways to open an honest dialogue with our community about our challenges and our successes as we implement the plan?

In attendance were current and former superintendents of school districts across the country, as well as both local and national education and business leaders. Together, their insight on what worked or didn't work in previous plans in which they were a part helped give us guidance as we worked to finalize the *Always Learning* draft. One panelist during the summit, who encouraged everyone to see themselves in the plan, said, "Plans never worked when they are owned by the superintendent. My best advice would be to get involved in shaping it. Words are just words on a piece of paper until you turn them into actions that really make a difference." Another panelist agreed, and said, "The breadth is what ensures that everybody is in the plan and everybody has responsibilities."

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The meeting produced the last inputs for staff as they assembled all of the feedback in a second, extensive revision of *Always Learning* to be reported to the Board of Trustees on February 13, 2023 and received by them in public session on February 27, 2023.

8. **Board Presentation**

District Staff will report *Always Learning* to the Board of Trustees on February 13, 2023, who will receive it in their public session of February 27, 2023. Following that presentation, district staff will begin full implementation and make routine reports on progress toward its objectives, as well as toward the Board Goals and Guardrails.

9. **Children's Cabinet**

The final step in the *Always Learning* journey will be to establish a Children's Cabinet – a body of 100 people, including staff, families and students, and leaders from San Antonio, the region and across the country – who are trusted to ensure that San Antonio ISD lives up to its expectations and makes progress toward its outcomes. We will assemble that body in spring 2023 after the Board of Trustees receives the plan and the district begins full implementation. The Children's Cabinet will ensure the district stays on course even when leadership changes occur.

Always Learning is a living document, and although we expect it to endure, we also expect it to be responsive to changes to the district context, including changes in our resources as well as the hopes and dreams of our staff, families and students. As such it will be the place where we all come to continue deliberation on what we can do as *familia* to make miracles happen for all of our children every day.

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Our Students: Our Future

As a community we acknowledge that our responsibility is to prepare our next generation, without regard to skin color, language, gender, or socioeconomic status.

Component I: Communicate clear visions for thriving students, staff and schools

Component I: SAISD will communicate a clear vision of thriving people and learning spaces where students and staff succeed to their fullest potential.

Objective A: Create clear definitions and standards that embody our highest hopes for our students, staff, and the schools.

Activity	Timeline	Outcomes
1. Create profiles of thriving students that outline standards at each milestone of the educational journey from pre-K through 12 and track students' individual progress toward the profile: ● Knowledge ● Skills ● Dispositions	● Use advisory councils and related stakeholder groups to develop standards anchored in evidence-based research starting in February 2023. ● Collaborate with the Urban League and ImmSchools to design a human-centered community-engagement process to review drafts by July 2023. ● Review final drafts and implement by August 2023. ● Develop a continuous improvement process that evaluates the ways in which we are and are not meeting standards, explore the range of options for meeting standards, and select and implement them by August 2024. ● Design a digital repository system for student profiles by August 2023. ● Design ongoing professional development to understand and monitor student milestones by August 2023.	Families and staff have clear and transparent profiles that are shared with staff through the employee portal and with families through the SAISD families & Students webpage. Profiles of thriving students will be used to: ● Ensure students graduate ready for a career or college ● Ensure students possess the social and emotional skills needed for post-secondary success ● Determine multi-tiered systems of support ● Align opportunities for enrichment ● Inform decisions for the strategic allocation of resources – such as people, money, time and facilities ● Inform the family-teacher conference process. ● Publish student profiles and professional development opportunities.

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		Teachers will collaborate with families on grade-level outcomes by reviewing profiles with families during Fall family-teacher conferences each year.
2. Create profiles of thriving Teachers that outline standards for the knowledge, skills, and dispositions of equity-centered Teachers and which include professional-development plans that guide Teachers on their path to continuous improvement. Distinct profiles will be created for: ● Novice ● New to SAISD ● Career	● Use existing advisory councils and related stakeholder groups to develop standards anchored in research starting in March 2023. ○ Align to SAISD professional development pathways based on years of experience. ● Collaborate with the Urban League and ImmSchools to design a human-centered community engagement process to review drafts by July 2023. ● Review final drafts and implement by August 2023. ○ Identify and communicate what has been added to and removed from a teacher's "plate" or job-related responsibilities. ● Design professional development teacher pathways and publish by August 2024. ● Design a system so teachers can self-monitor their progress towards the thriving teacher profile by August 2025. ● Develop a continuous improvement process that evaluates the ways in which we are and are not meeting standards, explore the range of options to support teachers to meet standards, and select and implement them by August 2024.	Families and staff have clear and transparent profiles that are shared with staff through the employee portal and with families through the SAISD families & Students webpage. Profiles of thriving Teachers will be used to: ● Develop tools for recruiting, interviewing, and hiring candidates for employment during each hiring season, which begins annually in February ● Design differentiated professional-development experiences that are published annually by August In Performance Matters ● Serve as the basis for instructional coaching evidenced in the coach's individualized plans ● Inform decisions for the strategic allocation of resources – such as people, money, time and facilities ● Publish a professional development calendar with teacher pathways Profiles of thriving Teachers are hyperlinked to all professional-development offerings, and Teachers use their aligned profile as a tool for self-directed professional development as indicated on the professional-development survey. ● Profiles will be linked to professional development pathways, offering teachers customized options and resources for professional growth.

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3. Create customizable profiles of thriving classrooms for pre-K through grade 12 that outline standards for 21st-century learning environments that include high expectations for:
 	
  ○ Academic rigor aligned to college and career readiness
  ○ Classrooms that are student-centered, engaging, and which promote inquiry and problem solving - such as using the physical environment, content-based language instruction, and integrating technology.
  ○ Use newly created student support teams (SSTs) (see I.B.3 below).
  ○ Formative assessments that are ongoing, authentic, and used to inform teaching
  ○ Effective classroom learning environments
    ■ Social and emotional learning that creates a connected classroom community
  ○ Student agency
  ○ Critical thinking
  ○ Reasoning
	● Starting in April 2023, use existing advisory councils and related stakeholder groups to develop standards anchored in research.
	● Collaborate with the Urban League and ImmSchools to design a human-centered community-engagement process to review drafts by July 2023.
	● Review final drafts and implement by August 2023.
	● Review alignment of educational specifications, instructional materials, and technology bond to the profiles of thriving classrooms beginning April 2023.
	● Develop a review process that evaluates the ways in which we are and are not meeting standards, explore the range of options for meeting standards, and select and implement them by August 2024.
		Families and staff have clear and transparent profiles that are shared with staff through the employee portal and with families through the SAISD families & Students webpage.
		
		Profiles of thriving classrooms are used to:
		● Design and deliver professional development that is published annually by August in Performance Matters
		● Select curriculum, instruction, and assessment resources as published in the SAISD Curriculum Management Plan
		● Inform decisions for the strategic allocation of resources – such as people, money, time and facilities

4. Create profiles of thriving school leaders that outline standards for the knowledge, skills, and dispositions of equity-centered leaders. ● Instructional superintendents ● Charter partner leaders ● Principals ● Assistant Principals	● Starting in May 2023, use existing advisory councils and related stakeholder groups to develop standards anchored in research. ● Collaborate with the Urban League and ImmSchools to design a human-centered community engagement process to review drafts by July 2023.	Families and staff have clear and transparent profiles that are shared with staff through the employee portal and with families through the SAISD families & Students webpage. Profiles of thriving equity-centered leaders will be used to:

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	- Design professional development school leader pathways and publish by August 2024. - Design a system so school leaders can self-monitor their progress towards the thriving school leader profile. - Review final drafts and implement by August 2023. - Develop a review process that evaluates the ways in which we are and are not meeting standards, explore the range of options for meeting standards, and select and implement them by August 2024.	- Develop tools for recruiting, interviewing, and hiring candidates for employment during each hiring season - Design differentiated professional development experiences that are published annually by August In Performance Matters - Serve as the basis for instructional coaching and are evidenced in the coach's individualized plans - Inform decisions for the strategic allocation of resources – such as people, money, time and facilities Profiles of thriving equity-centered leaders are hyperlinked to all professional development offerings and Teachers routinely use their aligned profile as a tool for self-directed professional development as indicated on the professional development survey.
5. Create profiles of thriving schools that outline the essential traits of successful and equity-centered schools: - Safety - Facilities - Social and emotional learning - Academic, co-, and extra-curricular offerings - Core - CTE - Fine Arts - Athletics - LOTC/ROTC - Extended Day - Advanced courses - Summer School - Staffing	- Use existing advisory councils and related stakeholder groups, to develop standards anchored in research starting in June 2023. - Collaborate with the Urban League and ImmSchools to design a human-centered community engagement process to review drafts by July 2023. - Review final drafts and implement by August 2023. - Develop a review process that evaluates the ways in which we are and are not meeting standards, and explore the range of options for meeting standards and select and implement them by August 2024.	Families and staff have clear and transparent profiles that are shared with staff through the employee portal and with families through the SAISD families & Students webpage. Profiles of thriving schools are used to: - Ensure that students attend high quality schools - Determine services to school through the annual School Planning process each Fall - Design and approve academic programming through the annual Course Convention process each November - Determine staffing each February - Allocate resources through the annual budgeting process each Spring - Determine the need for contracted services

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○ Traditional ○ Special Programs ■ Dual Credit ■ Newcomer ■ Disability Services ■ Dual Language - Support services ○ Health ○ Library ○ Instructional (Instructional Coaches and Academic Deans) ○ Professional Development - Wrap-around services ○ Family and community engagement (FACE Specialists) ○ Social services support		that support schools with contracts initiated each Spring - Serve as the basis for the School Performance Framework (SPF) - Inform decisions for the strategic allocation of resources – such as people, money, time and facilities
6. Create a profile of a thriving Central Office that outlines the essential traits of successful and equity-centered Departments focused on supporting schools, staff, and students toward exemplary outcomes: - Timely - Seamless - Coherent - Effective	- Use existing advisory councils and related stakeholder groups, to develop standards anchored in research starting in July 2023. - Collaborate with the Urban League and ImmSchools to design a human-centered community engagement process to review drafts by July 2023.Review final drafts and implement by August 2023. - Develop a review process that evaluates the ways in which we are and are not meeting standards, and explore the range of options for meeting standards and select and implement them by August 2024.	Families and staff have clear and transparent profiles that are shared with staff through the employee portal and with families through the SAISD families & Students webpage. Profiles of a thriving Central Office are used to: - Improve services and support to schools as evidenced on monthly Internal Customer Satisfaction Survey - Inform departmental practices that are reviewed monthly in response to the Internal Customer Satisfaction Survey - Design and deliver customer service professional development that is published annually by August in Performance Matters - Inform decisions for the strategic allocation of resources – such as people, money, time, and

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		facilities.
		●
6. Create a profile of a thriving District that outlines the essential traits of successful and equity-centered school districts focused on ensuring exemplary academic, social/emotional, and post-secondary outcomes for students.	● Use existing advisory councils and related stakeholder groups, to develop standards anchored in research starting in July 2023. ● Collaborate with the Urban League and ImmSchools to design a human-centered community engagement process to review drafts by July 2023. ● Incorporate the profiles of thriving students, teachers, school leaders, schools and central office into the development of the profile of a thriving district by August 2023. ● Review final drafts and implement by August 2023. ● Develop a review process that evaluates the ways in which we are and are not meeting standards, and explore the range of options for meeting standards and select and implement them by August 2024.	Families and staff have clear and transparent profiles that are shared with staff through the employee portal and with families through the SAISD Families & Students webpage. Profiles of a thriving school district are used to: ● Ensure the district is meeting our commitment to providing a quality education for all students. ● Design and deliver exemplary programs that put students on a path to the post-secondary outcomes of their choosing. ● Inform decisions for the strategic allocation of resources – such as people, money, time, and facilities. ● Ensure that SAISD is a system of excellence and not of pockets of excellence where all students receive high quality learning experiences regardless of neighborhoods

Component I: SAISD will communicate a clear vision of thriving people and learning spaces where students and staff succeed to their fullest potential.
Objective B: SAISD will align central office staff in support of thriving learning environments.

Activity	Timeline	Outcomes
1. Reorganize Senior Team Assistant Superintendents into Instructional Superintendent Networks:	● Develop a profile of a thriving Instructional Superintendent by February 2023. ● Finalize organizational structure by March 2023.	Reorganization aligning instructional support to schools in order to ensure goals identified in the thriving profiles are met.

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- Align support by level (ES, Academy, MS, HS) - Increase collaboration among Instructional Support Teams (ISTs) - Realign school operations to allow instructional superintendents to support instruction	- Create job descriptions and post new roles by April 2023. - Create an evaluation tool by April 2023 - Complete hiring by May 2023. - Provide professional development to new teams by August 2023.	
2. Establish a support team for schools that will work with the Deputy Superintendent to support schools in the following areas: - Safety & security - Operations - Student discipline - Family engagement	- Create job descriptions and post new roles by April 2023. - Create evaluation tool for any new role by April 2023 - Complete hiring by June 2023. - Provide professional development to new teams by August 2023.	Reorganization will increase operations support to schools in order to ensure goals identified in the thriving profiles are met.
3. Create Instructional Support Teams (ISTs) that align with Instructional Superintendent Networks. Each team might include: - Math Instructional Specialist - Reading Instructional Specialist - Science Instructional Specialist - Social Studies Instructional Specialist - Bilingual Instructional Specialist - Disability Services Specialist - Gifted and Talented Education Specialist - Retention Specialists - Research Specialist - Educational Technology Specialist - HCM Talent Partner - School Communications & Marketing Specialist - Equity Specialist	- Develop an instructional support model by February 2023. - Determine supervisory structure by March 2023. - Provide professional development to teams by August 2023. - Provide a publication of support services staff by campus with aligned roles and responsibilities by August 2023. - Align support teams to Instructional Superintendents by July 2023 with full teams in place by July 2024.	Reorganization will align instructional support teams and increase coherence of services to schools in order to ensure goals identified in the thriving profiles are met.

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● Cultural Relevance and Responsiveness Specialist ● Restorative Justice Specialist		
4. Reorganize the Counseling Office to better support College Career and Military Readiness (CCMR), while maintaining alignment with state counseling standards which fully develop each student's abilities in the following areas: ● Academic ● Career ● Personal ● Social	● Finalize organizational structure by March 2023. ● Review the Counseling Handbook to ensure alignment to CCMR and state counseling standards by April 2023. ● Conduct intensive training by July 2023.	Reorganization will align instructional support teams and increase coherence of services to schools.
5. Reorganize the various curriculum departments under a unified CCMR umbrella: ● CCMR/Post-Secondary Initiatives ● Curriculum, Instruction, and Assessment ● Bilingual/Dual Language ● Disability Services ● Learning & Compliance Support Services	● Finalize organizational structure by March 2023. ● Determine supervisory structure by April 2023. ● Implement a new structure by July 2024.	Reorganization will align instructional support teams and increase coherence of services to schools.

Component II: Ensure Exemplary Teaching and Learning

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Component II: SAISD will achieve high academic expectations for all students by ensuring highly-skilled and equity-centered educators in every classroom who prepare students to pursue, persist, and flourish in a future of their choosing.

Objective A: Create equitable, student-driven learning environments where exemplary teaching and learning practices are evident and used consistently across all classrooms in the district.

Activity	Timeline	Outcomes
1. Codify and implement a leadership walk model aligned to exemplary teaching and learning practices and focused on the instructional core: ● Task ● Content ● Teacher ● Student	● Engage school leadership in an evidence-based leadership walk protocol by December 2022. ● Codify the leadership walk protocol, to include process, practices, and frequency by April 2023. ● Conduct professional development with all Principals, Assistant Principals, and academic support staff by August 2023. ● Implement walks with school leadership teams starting September 2023. ● Create an overview for teachers that outlines the process and protocol for leadership walks by August 2023. ● Provide annual calibration professional development during leadership PLNs (professional learning networks) each year by August.	All school leadership and academic support staff are fully trained in the leadership walk protocol anchored in the SAISD model.
2. Create responsive professional development opportunities for Teachers that provide an evidence of accountability, active participation, and cognitive engagement from <u>all</u> students: ● Total Participation Techniques ● 7-Steps ● Kagan Cooperative Learning Structures	● Add total participation instructional strategy professional development to the Summer professional development catalog for Summer 2023 and 2024. ● Embed opportunities for total participation instructional strategy professional development at all Saturday staff trainings (EPIC Saturdays) four times per year for school year 2023-2024 and 2024-2025.	All Principals, Assistant Principals, and academic support staff will have a unified vision of total participation instructional strategies to engage all learners. Total participation instructional strategies will be evident in all schools.

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● AVID Strategies	● Conduct professional development with all Principals, Assistant Principals, and academic support staff during the school years 2023-2024 and 2024-2025.	
2. Use and leverage technology as an accelerator to instruction that encouragesstudent collaboration, engagement, creativity, and choice integrating practices such as: ● Blended Learning Models ● Digital Productivity Tools ● Instant Feedback Tools	● Incorporate technology application standards in core content curriculum by grade level by August 2023. ● Provide professional development in core and enrichment curriculum that utilizes educational technology strategies and models by August 2023. ● Provide a catalog of all digital resources available for teachers by content/grade level by July 2023. ● Provide a repository of micro learning and self-paced professional development for 24/7 access throughout the academic year by August 2023.	All Principals, Assistant Principals, and academic support staff will have a unified vision of how to use and leverage technology to support learning. Effective use of technology and 21st Century competencies to support learning will be evident in all schools.

3. Create opportunities for Teachers to engage in professional development specific to using the physical environment for learning
● Learning walls
● Scaffolds and reference supports
  ○ Anchor charts
  ○ Sentence frames/stems
  ○ Word walls
● Workstations
● Educational Technology
	● Add professional development to the Summer professional development catalog for Summer 2023 and 2024.
	● Embed opportunities for professional development at all EPIC Saturdays four times per year for school year 2023-2024 and 2024-2025.
		All Principals, Assistant Principals, and academic support staff will have a unified vision of how to use the physical environment to support learning.
		
		Effective use of the physical environment to support learning will be evident in all schools.

4. Instructional Support Teams (ISTs) create and/or curate micro-learning videos for students to be used by teachers to supplement instruction for key topics	● Create an exemplary micro-learning video by March 2023. ● Conduct training for all curriculum writers by May 2023.	Students will have access to quality instructional support through short, targeted video instruction.

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	● Create Phase I micro-learning videos 2023-2024. ● Create Phase II micro-learning videos 2024-2025.	Teachers will have access to core and intervention resources to support their students. Student achievement will increase as achievement gaps are closed for students.
5. Transition from a sheltered instruction model to a new Content-Based Language Instruction (CBLI) model to support academic and sociocultural development of Emergent Bilingual students.	● Use existing advisory councils to align the state CBLI model to SAISD by May 2023. ● Conduct professional development related to CBLI instruction and assessment specific to each of the core content areas beginning August 2023. ● Implement CBLI model August 2023. ● Train staff in evaluating high-quality CBLI instruction by August 2023. ● Develop a pathway for math, science and social studies Teachers to obtain English as a Second Language (ESL) Supplemental certification by May 2024. ● Create resources to support the use of CBLI in all classrooms by August 2025.	CBLI-aligned resources will be available for all core subjects in the respective curriculum control panels. CBLI-aligned guidance documents will be available for all electives, fine arts, PE/health, world languages, cross curricular and extra-curricular clubs/organizations. A library of written and video reference CBLI tools and models will be available. An ongoing school-based system for evaluating and improving CBLI instruction

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6. Create common district-wide definitions of differentiation with exemplars across content areas and grade levels, including linguistically responsive instruction, accommodated instruction, accelerated instruction, and enrichment.	● Use existing advisory councils to consider and align research-based, high yield strategies for prioritized incorporation into district instructional frameworks by August 2023. ● Convene focus meetings centered around the identification of priority strategies and practices by October 2023. ● Work with Human Capital Management to assemble a cadre of substitutes specifically for coverage for professional development by August 2023. ● Present recommendations to various stakeholder groups to gather feedback by April 2024. ● Integrate strategies into the instructional frameworks by December 2024. ● Create updated professional development and begin training by May 2025. ● Ensure full implementation, school year 2025-2026.	Clear guidance on research-based, high yield strategies. Integration of prioritized strategies in the instructional frameworks//units of study. Evidence of integration of strategies, as seen during Leadership Walks, through Professional Learning Networks (PLN) collaboration, and lesson plans.

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2. Create transitional Newcomer Schools for recent immigrant and refugee students in the first full year of schooling (2 years for SIFE) in the US that focus on English Language Development, Content-Based Language Instruction, acclimating to the U.S. school system, strengthening students' native language skills, and connecting families with district and community resources.	● Conduct a Needs Assessment by December 2023 ● Research program design options by May 2023. ● Determine the location(s) for the Newcomer School by May 2024. ● Adopt/create core curriculum and assessment for Newcomers and specialized curriculum for SIFE students by June 2024. ● Hire a newcomer teacher by May 2024 ● Hire staff: administrators, counselors, social workers, Interpreters, Instructional Coaches, Nurse, Librarian, and FACE Specialists with experience in serving immigrant and refugee students by May 2025. ● Provide professional development focused on CBLI, Trauma Informed Practices, and legal and sociopolitical implications for instructors and staff by July 2024. ● Create a parent support program that connects to community and legal resources.	A well-trained and qualified staff to support immigrant and refugee students' distinct needs. Student acquire foundational academic English language skills Building content-area knowledge for SIFE students. Providing the knowledge and skills to students and their families to successfully navigate the school system, and advocate for their rights and needs Increase recent immigrant and refugee students attending post secondary institutions. Provide more focused support to students in their first two years in US schools

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Objective B: Implement a comprehensive assessment program to analyze qualitative and quantitative student data on a regular and timely basis to inform classroom and program decision-making.		
Activity	**Timeline**	**Outcomes**
1. Create opportunities for Teachers to engage in professional development specific to assessment *for* learning (formative) and	● Add professional development to the Summer professional development catalog for Summer 2023 and 2024.	All Principals, Assistant Principals, and academic support staff will have a clear vision of assessment of

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assessment *of* learning (summative) to understand both forms of assessments that serve distinct purposes, and how they complement one another and ultimately enhance instruction, intervention, and student achievement.	● Embed opportunities for professional development at all EPIC Saturdays four times per year for school years 2023-2024 and 2024-2025. ● Conduct professional development with all Principals, Assistant Principals, and academic support staff during school years 2023-2024 and 2024-2025.	and for learning to support instruction, intervention, and student achievement. Effective use of assessments of and for learning will be evident in all classrooms.
2. Create student work protocols that allow administrators and Teachers to frequently and efficiently evaluate evidence of learning through student work.	● Establish the criteria for student work products by August 2023. ● Establish a resource that offers students a wealth of different learning options that prioritize the development of a student generated portfolio of their work product by August 2023. ● Establish a platform for students to curate portfolios of their work by August 2024. ● Establish a calendar for student-led conferences to be implemented pre-K-12 by August 2025.	Teachers have a clear picture of where students are and how to communicate clear criteria for improvement as evidenced in the students' Accelerated Instruction Plans. Students develop portfolios of their work that demonstrate their understanding of their own personal growth overtime. Students have agency in determining the best way to demonstrate their understanding of content as evidenced during student-led conferences.
3. Revise the District assessment plan to reflect an efficient number of formal assessments administered to students for each grade-level to only those that are most important for measuring student progress and informing teaching and learning.	● Engage existing advisory councils and invested stakeholders - including students - to create an assessment framework and calendar by March 2023. ● use existing advisory councils to review and approve the assessment framework and calendar by April 2023. ● Implement the plan by August 2024 ● Review annually each March.	Strategic selection/abandonment of assessments to reduce the number of assessments on the District Assessment Calendar. Codified Emergent Bilingual assessment plan based on a biliteracy trajectory that minimizes the need for testing without reducing the necessary gathering of diagnostic information in both program languages during every assessment window.
4. Create monitoring strategies and new protocols to analyze and interpret student data from the redesigned Texas English Language Proficiency Assessment System	● Set school and individual student TELPAS progress goals with school leadership teams based on reports from the BI Platform by August 2023.	Increase in the number of schools meeting the TELPAS progress goal established by the state.

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(TELPAS) to ensure that Emergent Bilingual students make progress from year to year.	● Provide ongoing professional development and job-embedded coaching on high-use language development strategies across all domains and assessments based on the TELPAS proficiency level descriptors beginning summer 2023. ● Support schools with TELPAS goal-setting conferences for all Emergent Bilingual students beginning by August 2023. ● Provide students multiple pathways to access a TELPAS aligned online program that accelerates English language acquisition and prepares students for the TELPAS online assessment by August 2023. ● Provide domain data for 6th-12th grade Emergent Bilingual students to school leadership on a quarterly basis beginning March 2023.	Decrease in the percentage of students with more than three years in the United States scoring Beginning/Intermediate on TELPAS reading and TELPAS composite Increase in the number of students who meet reclassification criteria based on TELPAS, resulting in an increased number of students meeting criteria for the state's Performance Acknowledgement in Bilingualism and Biliteracy.
5. Create new protocols to analyze and interpret student data from the redesigned STAAR assessment, particularly for interactive item types including short constructed responses.	● Analyze new reports released for the redesigned STAAR by September 2023. ● Create data protocols for elementary and middle grades, in partnership with the Accountability, Research, Evaluation, and Testing Department (ARET), to analyze STAAR data on interactive item types and make instructional decisions by September 2023. ● Create a high school data protocol, in partnership with ARET, to analyze STAAR data alongside PSAT, SAT, ACT, ASVAB alongside STAAR EOC data for HS students by July 2023. ● Provide professional development to school leadership during July/August Leadership 2023. ● Provide professional development to teachers to use data protocols for state and aligned	School leadership has increased capacity and confidence to establish a school instructional plan that supports achievement for all students.

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	common assessments by July 2023. ● Provide campus and district-based professional learning opportunities in preparation for STAAR/EOC by August 2023.	
6. Define and implement a district-wide, grading procedure for grades pre-K through 12.	● Use existing advisory councils to develop and publish procedures by April 2025. ● Conduct professional development related to the new grading procedures from May 2025 through October 2025, and ongoing as needed. ● Implement procedures beginning in August 2026. ● Determine a better reflection of accurate grades than semester failures by December 2026.	Publish grading and reporting administrative procedures that are available to staff on the employee portal and to families on the Family and Students webpage.
7. Define evidence and research-based conditions that will result in referral for GT testing for students who are outside of the universal screening tests at 1st & 5th grades and set standards for serving identified students and for GT student achievement.	● Engage the District GT Advisory Council to identify barriers such as native language testing, develop the definition of referral criteria, create the identification protocol, and establish a clear set of standards for serving identified students and outcomes identified students should achieve by May 2023. ● Conduct professional development for all school staff (Teachers, Librarians, Counselors, Principals, and Assistant Principals, FACE Specialists) to recognize GT characteristics across multiple student populations and best practices for identification by December 2023. ● Offer training to families to recognize GT characteristics by March 2024 ● Conduct professional development for school staff to implement the GT service framework	Increase in the number of identified GT students to meet or exceed 10%. Identified GT population in SAISD will reflect(within the 5% equity index) the district percentage of student groups for Emerging Bilingual, low socio-economic, Special Education, African American, and Latino students. GT students will meet and exceed district performance standards on all assessments.

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	to achieve high levels of GT student success school year 2023 - 2024. ● Provide multiple pathways for students during 2024 -2025. ● Conduct a program audit pre-model change in Spring 2023 and post model change in Spring 2024. ● Transition to new service delivery model of Gifted and Talented Service delivery for 2024-2025.	
8. Conduct an audit of special education to improve all services, including evaluation of students for services and the assessment of students identified as special education.	● Contract with the Council of Great City Schools to convene a Strategic Support Team of experts to conduct an audit of all program components and budgets by spring 2023. ● Review audit findings with the Sped Advisory Council by July 2023. ● Implement phase 1 changes by August 2023. ● Complete all phases by June 2025.	Clear programmatic evidence of areas for reinforcement and refinement. Recommendations for improvement based on established criteria.
9. Develop and implement a robust credit recovery program that includes early intervention, prior to the end of a grading period.	● Analyze credit recovery policies, procedures, and practices by August 2023. ● Convene a curriculum review committee to evaluate and select a credit recovery application by May 2024. ● Conduct analysis of student performance for graduation requirements by August 2023. ● Develop a criteria for course attainment to support overage and under credit students to accelerate and return to their cohort by May 2024.	Increase the number of students graduating on time. Ensuring students have multiple opportunities to accelerate and return to their cohort.
10. Develop and implement a robust advancement program to create additional opportunities for students such as internships, apprenticeships, and advanced	● Analyze advancement policies, procedures and practices by August 2023. ● Convene a curriculum review committee to evaluate and select an advancement program	Increased numbers of students will complete advanced coursework before graduation

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coursework	application by May 2024. ● Develop criteria, guardrails, and tracking system for student placement in advancement program by May 2024.XS	Increased numbers of students will complete internships/apprenticeships

Component II: SAISD will achieve high academic expectations for all students by ensuring highly skilled educators in every classroom who prepare students to pursue, persist, and flourish in a future of their choosing.		
Objective C: Support the development of skillful Teachers through providing high-quality, research-based professional development that aligns to key characteristics of effective teaching and adult learning theory.		
Activity	**Timeline**	**Outcomes**
1. Provide comprehensive and differentiated professional development offered in multiple modalities, including: ● Video Microlearning ● Virtual Instructor-Led ● Face-to-face Instructor-led ● Cohort	● Use existing advisory councils to develop and codify District professional development criteria by June 2023. ● Define modalities that provide the most comprehensive and flexible options for staff by August 2023. ● Create criteria for microlearning and a standardized format and platform to host videos by August 2023.	Increase in the number of professional development sessions attended. Professional development surveys indicate that the modalities meet the needs of staff.
2. Create a system to acknowledge achievements and skill acquisition through badging and micro-credentialing for students, families, and staff.	● Use existing university partnerships with the University of Texas at Austin (UT Austin) and the University of Texas at San Antonio (UTSA) to develop and codify District badging and micro-credentialing criteria by June 2023. ● Initiate a review of software applications that can house badges and microcredentials by August 2023. ● Create criteria for badges and micro-credentials that will ensure coding of	Diverse opportunities for staff to engage in continued professional learning that are codified into badges and micro credentials that can be tracked and acknowledged. Increase in the number of teachers, students and families receiving a well articulated sequence of courses that lead to a university recognized badge or micro credential that complements the educator's degree and experience.

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	metadata for transportability under a university provider by May 2024. ● Identify a repository to award and track badges and micro-credentials earned by May 2024. ● Establish badging and micro-credentialing for students by August 2024.	
3. Create an instructional calendar that: ● Allows for parent-teacher conferences in both fall and spring to review and discuss student progress with families ● Provides time for Teachers to engage in professional development aligned to school and student needs ● Provides time for Teachers to meet in PLNs to implement protocols for data analysis and the examination of student work, evaluate curriculum for grade-level alignment, and share instructional best practices informed by data ● Provides for individual teacher planning and preparation time	● Create 2-3 drafts of the instructional calendar, one that reflects a mirrored version of the past year, and 1-2 versions with potential changes to be considered annually by November. ● Use existing advisory councils to review the options and provide additional considerations by December. ● Send the draft calendars to staff and families to vote on their preferred calendar in December. ● Present calendar to the Board for approval by January of each year.	Approved instructional calendar with stakeholder input that increases time for Teachers to collaborate with families on student progress. A calendar that allows for professional learning and collaboration during the school day.
4. Engage all Teachers in ongoing job-embedded professional development focused on culturally relevant pedagogy, content-based language instruction, high-interest resources, and authentic and adapted texts to support all students.	● Provide an overview training for Principals in July/August Leadership 2023. ● Provide face-to-face ongoing professional development for Teachers to attend during the school day by August 2023. ● Embed updates and ongoing training into the school leadership Professional Learning Networks (PLN) for the school year 2023-2024. ● Incorporate strategies into learning strands and offer stand-alone sessions for	Comprehensive catalog of opportunities, to include: ● In-person small group/large group/job embedded ● On demand video modules ● Asynchronous modules designed for consumption in a planning period (30 min), after school (1 hr), or outside instructional day (1/2/3 hrs)

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	Instructional Coaches, Instructional Specialists, and Academic Deans by August 2023. ● Create asynchronous modules for staff through e-courses and microlearning videos by May 2024.	
5. Develop a process to provide job-embedded professional development for Teachers entering education from industry and military through coaching support from instructional specialists.	● Establish a New Teacher Academy specific for teachers coming from industry and military to include pedagogy, curriculum implementation, classroom management, student group training, compliance and policy and procedures training in Summer 2023. 　○ Gather input and feedback; are new teachers' needs being met ● Align staff to instructional specialist support. ● Establish a 2nd Year Teacher Academy for previous non-educators focused on improving the science and art of teaching and learning in Summer 2024.	Two-year New Teacher Academy for Non-Educators that accelerates Teachers ability to teach subject areas Improve teacher retention by 50% among Career and Technical Education (CTE) Teachers.

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Component III: Rigorous and Meaningful Curriculum

Component III: SAISD cultivates high academic expectations for all students, offering an aligned curriculum, rich in literacy, mathematics, science, and social studies that develops students' ability to read, write, speak, and think critically so that students possess skills that help them fully realize their power to shape the world.
Objective A: Build a strong academic foundation beginning with our earliest learners ages 0-3.

Activity	Timeline	Outcomes
1. Assist with parenthood/family readiness by providing local hospitals with introductory letters from the Superintendent for new families communicating our District's eagerness to serve and share resources via an online repository supporting early learning: ● SAISD resources ● Community resources ● Virtual learning options	● Develop relationships with local hospitals by May 2023. ● Create a web site of resources by December 2023 ● Begin publishing letters January 2024. ● Hire Early Head Start Director and Early Head Start childhood specialists (academic, family engagement, compliance)who can work with families in their homes, conduct professional development and support families and connect them to community resources by May 2023.	Families will be provided with support for our earliest learners as evidenced by website and virtual learning usage data.

2. Provide access to a free high-quality childcare program for infants and toddlers to include a full-day of play-based curriculum, developmentally appropriate services, indoor/outdoor learning experiences and a wide range of services to address family needs from pregnancy through a child's third birthday.	● Conduct a needs assessment by March 2023.
	● Plan for implementation of a 0-3 program in SAISD facilities by the 2023-2024 school year.
	  ○ Determine Head Start ratios and funding by June 2023.
	  ○ Ensure facility standards are met by May 2024.
	● Begin serving students 0-3 at the start of the 2024-2025 school year.
		Children ages 0-3 have a high-quality childcare option as evidenced by enrollment.
		
		Families are accessing support services as evidenced by the SAISD Social Services Support Tracker.
		
		Increase the number of students identified in need of special services (Child Find).

3. Build the capacity of early learning for teaching staff, administrators, and families to ensure optimal child development including partnering with local higher education	● Conduct a needs assessment by March 2024, including a catalog of partners ● Determine methods of measurement by March 2024.	Increase in the percent of toddlers meeting criteria in physical health, early cognition and language, and social-emotional-behavioral development.

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institutions for collaboration.	● Plan for implementation of training created in collaboration with curriculum departments and university partners. 　○ Plan for teacher and instructional assistant training to begin August 2024. 　○ Plan for ongoing teacher training ● Begin serving external daycare providers by the start of the school year 2024-2025.	Produce a public-facing catalog of early learning partners.
4. Support families' workforce readiness to improve the economic trajectory for families by offering parent/family training, literacy academies and adult education offerings.	● Plan family training in collaboration with curriculum departments and university partner school year 2023-2024. ● Partner with local entities for marketing these programs by May 2023 to launch by July 2023 ● Partner with SAISD's Adult Education Department to market and offer workforce development courses August 2023. ● Launch literacy academies January 2024. ● Assess impact of our programming on an ongoing basis.	Increase in the percent of families successfully completing literacy academies. Increase in the percent of families successfully completing workforce and/or certification courses.
5. Foster a community infused with literacy and biliteracy experiences that forges family-school connections and orientation to school that promotes oral language development, early learning, and family literacy education.	● By August 2023, publish the TEA and Early Head Start infant and toddler developmental guidelines and instructional framework. ● By August 2023, begin ongoing professional development on the instructional frameworks.	Increase in the percent of students scoring at or above the mean Pre-K and Kindergarten assessments. Increase in the percent of toddlers enrolling in Pre-K.

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Component III: SAISD cultivates high academic expectations for all students, offering an aligned curriculum, rich in literacy, mathematics, science, and social studies that develops students' ability to read, write, speak, and think critically so that students possess skills that help them fully realize their power to shape the world.	
Objective B: PreKindergarten/Head Start (Ages 3-4) : Provide high quality prekindergarten programs and services for that support students ages 3- and 4- years old with the foundational knowledge and skills to be curious, confident, and successful learners	

Activity	Timeline	Outcomes
1. Utilize ongoing outreach activities to notify families/caregivers of the value and availability of free, full day prekindergarten programs (state-funded PK and federally-funded Head Start) including awareness of enrollment periods, eligibility criteria/required documentation, and services for children with disabilities as well as multilingual learners, and create a welcoming, easy, and transparent enrollment process that is centered on the family experiences, prioritizes equity, and provides access to high-quality options for all students.	● Provide ongoing recruitment events in collaboration with the SAISD Early Childhood Education/Head Start Department, Office of Access and Enrollment and the Communications Department by August 2023. ● Strengthen partnerships with the City of San Antonio Head Start Office, the Bexar County PK Campaign Consortium, PreK4SA and the Texas Urban Council of Superintendents on the annual development of marketing assets during the Spring semesters.	All schools with prekindergarten programs will follow the district's PK enrollment plan (referenced in Administrative Procedure F27) for providing equitable access to high quality options for ECE students. Increased enrollment of ADA-eligible students ages 3- and 4- years old Adherence and implementation with fidelity of the Federal Head Start Performance Standards for Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Completion of annual TEA High Quality Prekindergarten Program Self-Assessment for the Assessment/Enrollment Component will reflect in identification of strengths and opportunities for growth

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2. Create opportunities for staff including, but not limited to, Principals, Assistant Principals, Instructional Coaches, Teachers, Instructional Assistants and Substitutes, to engage in staff development specific to: ● 2022 Texas PK Guidelines ● Federal Head Start Performance Standards ● TEA Approved PK Assessment ● Best Practices for Toilet Training ● Active Supervision and Professional Conduct with Students ● Addressing Challenging Behaviors	● Develop a budget, scope, and timeline for providing pull-out staff development opportunities for targeted staff (ECE Teachers and ECE Instructional Assistants) on prioritized topics such as: Toilet Training, CDA Certification, Addressing Challenging Behaviors, etc. by June 2023. ● Begin providing professional development for the new curriculum by August 2023. ● Provide ongoing staff development throughout the year including EPIC Saturdays. ● Conduct professional development with all Principals, Assistant Principals, and academic support staff annually by May.	All Principals, Assistant Principals, and academic support staff will have a unified vision of high quality prekindergarten programs. High quality prekindergarten instructional strategies will be evident in all classrooms of schools that service 3- and 4- year olds. Instructional Assistants will have opportunities to obtain and/or renew their Child Development Associate (CDA) certification Adherence and implementation with fidelity of the Federal Head Start Performance Standards for Staffing Qualifications Completion of annual TEA High Quality Prekindergarten Program Self-Assessment for the Administrative and Teaching Staff Component will reflect in identification of strengths and opportunities for growth
3. Using the 2022 Texas PreK Guidelines and the TEA Commissioner's List of Approved PreKindergarten Curriculum, select high-quality instructional curriculum and instructional materials toward a high-quality, uniform districtwide curriculum, and which includes culturally sustaining resources: ● Digital ● Print ● Realia ● Manipulatives	● Convent a teacher review committee by March 2023. ● Order materials by April 2023 and deliver materials by August 2024	Certify that curriculum used aligns with the 2022 Texas PreK Guidelines and the Federal Head Start Performance Standards and is implemented with fidelity. Adherence and implementation of the Federal Head Start Performance Standards for Curriculum Fidelity Completion of annual TEA High Quality Prekindergarten Program Self-Assessment for the Curriculum, Instruction and Learning Environments Components will reflect in identification of strengths and opportunities for growth

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4. Enhance the curriculum by creating teacher planning guides and culturally relevant daily lessons that model the foundational principles of the revised 2022 Texas PreK Guidelines, back-mapped from college and career readiness standards, and promote a balanced approach to: ● Guiding Principles ● Inclusive Practices ● Alignment of TEA PK Domains & Skills	● Develop a budget, scope, and timeline for writing of district curriculum by June 2023. ● Begin providing professional development for the new curriculum by August 2023.	Students engaged with a curriculum that is reflective of them as learners and adequately prepares them with school readiness and entry to kindergarten. Teachers have strong curricular materials that they use to personalize for their students. Consistent and equitable instructional materials are used so that learners with mobility rates can thrive. Adherence and implementation of the Federal Head Start Performance Standards for Curriculum Fidelity Completion of annual TEA High Quality Prekindergarten Program Self-Assessment for the Curriculum, Instruction and Learning Environments Components will reflect in identification of strengths and opportunities for growth
5. Support educators in collecting and utilizing prekindergarten assessment data to inform instruction and support school readiness	● Develop a budget, scope, and timeline for providing in-class coverage support (substitutes) for all ECE teachers to have a minimum of 1 sub day per testing window by August 2023 ● Collaborate with the Testing Department to train educators on the security protocols and the administration of the PK assessment by August 2023. ● Provide schools with data protocols to use PK assessment metrics for customized, tiered instruction based on student needs (whole group, small group, 1:1, home lessons, etc.)	100% participation of PK students will be assessed at BOY, MOY and EOY using a district required, TEA approved assessment 100% of ECE Teachers will utilize data from BOY, MOY and EOY to drive instruction 100% of ECE families will be informed of student progress and will be provided with prescriptive lessons to support school-home connections Adherence and implementation with fidelity of the Federal Head Start Performance Standards for Progress Monitoring Completion of annual TEA High Quality Prekindergarten Program Self-Assessment for the

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		Assessment Component will reflect in identification of strengths and opportunities for growth
6. Provide opportunities for strong family engagement to promote children's development, support their academic achievement and demonstrate leadership through activities such as: ● Summer programs that assist parents and caregivers with toilet training and other school-readiness behaviors ● Head Start Family Support Services and Home Visits ● Head Start Policy Council ● Head Start Parent Connection Committee ● ECE Parent Talks / Platicas ● PUENTES Family Engagement Training ● Triple P: Positive Parenting Program ● CIS-Parent and Child Emotional Wellness (PACE) Services	● Advertise and offer monthly opportunities for family and community engagement by August 2023. ● Provide timely and ongoing targeted, integrated support services and interventions for eligible ECE children and their families by August 2023, including, but not limited to: ○ Medical ○ Dental ○ Vision ○ Nutritional ○ Mental Health ○ Social Work Services ● Collaboration with the the SAISD Early Childhood Education/Head Start Department, the Curriculum, Instruction and Assessment Department, the Bilingual/Dual Language Department, the Office of Access and Enrollment Services, the Office of Disability Services, the City of San Antonio Head Start Office and PreK4SA to provide ECE families with annual support for transition to Kindergarten during each Spring semester	Increase the number of ECE families participating in family and community engagement activities and leadership development Increase the number of ECE students and families connected to integrated support services Adherence and implementation with fidelity of the Federal Head Start Performance Standards for Family Support Services, Mental Health Services and Transition to Kindergarten Completion of annual TEA High Quality Prekindergarten Program Self-Assessment for the Family Engagement and Transition Components will reflect in identification of strengths and opportunities for growth

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Component III: SAISD cultivates high academic expectations for all students, offering an aligned curriculum, rich in literacy, mathematics, science, and social studies that develops students' ability to read, write, speak, and think critically so that students possess skills that help them fully realize their power to shape the world.
Objective C: Literacy and Biliteracy - Build a strong foundation of college-ready literacy and biliteracy curriculum that engages students in learning anchored in the science of teaching reading and that provides authentic opportunities to cultivate reading for a wide range of purposes.

Activity	Timeline	Outcomes
1. Review and modify the Reading Language Arts (RLA), Spanish Language Arts/Reading (SLAR) and English as a Second Language (ESL) instructional frameworks to include: • Culturally responsive and sustaining practices • Specific tools to teach systematic, explicit, and evidence-based phonics instruction • High leverage accommodations for students with disabilities • Guidance for implementing gradual release of responsibility • Self-selected reading for comprehension and fluency • Close reading and analytical writing • Reading and writing as integrated, reciprocal processes to support the mutual development of knowledge and skills • Strategies to ensure Newcomer Emergent Bilingual students acquire vocabulary, grammar, syntax and English mechanics necessary to support content-based instruction and accelerated learning of English	• Stakeholders review and approve RLA, SLAR, and ESL instructional framework by June 2023. • Publish the revised RLA, SLAR, and ESL instructional framework by July 2023. • Align and prioritize professional learning at the campus- and district-level to the revised instructional framework starting August 2023.	Increase in the number of Teachers implementing instructional practices aligned to the Science of Teaching Reading as evidenced in lesson plans and through leadership walks. Teachers deepen their understanding of reading and writing as reciprocal processes and instructional practices to support the mutual development of knowledge and skills as evidenced by an increase in STAAR and TELPAS scores.
1. Provide each school with an Instructional	• Implement intervention August 2024	IITs analyze data to identify students in need of

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Intervention Teacher that provides intensive support for reading intervention and dyslexia services.		intensive intervention support IITs develop intervention plans in conjunction with the classroom teacher and/or special education teachers IITs progress monitor students, adjust instruction , and enter data into Branching Minds
2. Enhance the curriculum by creating teacher planning guides and daily lessons sequences toward a high-quality, uniform districtwide curriculum that models the foundational principles of the revised literacy and biliteracy framework and that are aligned to grade level standards, back-mapped from college, career, and military readiness standards, and promote: - Culturally sustaining and relevant pedagogy - Diverse and challenging texts - Routines of critical reading, writing, listening, and speaking - Accelerated learning	- Develop a budget, scope, and timeline for writing district curriculum by June 2023. - Begin providing daily lessons for selected/prioritized courses by August 2024 - Begin prioritized, ongoing professional development for all instructional strategies in context of curriculum by August 2024. - Engage stakeholders in ongoing cycles of review and refinement of lessons.	Students engaged with a curriculum that is reflective of them as learners and satisfactorily prepares them to be critical thinkers and powerful communicators. Teachers have strong curricular materials that target high levels of thinking, reading, and writing, which they use to personalize for their students. Teachers shift from balanced literacy practices to structured literacy practices. Consistent and equitable instructional materials are used so that transfering students can thrive as evidenced by data.
3. Select high-quality instructional materials, which includes identifying culturally sustaining texts and text sets for close reading in digital and print form.	- Convene a teacher review committee by March 2023. - Order materials by April 2024 and deliver materials by August 2024	Effective implementation of the RLA, SLAR, and ESL frameworks.
4. Expand opportunities for Teachers to engage in professional development specific to the use of total participation instructional strategies that provide Teachers with evidence of accountability, active	- Add total participation instructional strategy professional development to the Summer professional development catalog for Summer 2023 and 2024. - Embed opportunities for total	All Principals, Assistant Principals, and academic support staff will have a unified vision of total participation instructional strategies to engage all learners.

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participation, and cognitive engagement from <u>all</u> students: ● Total Participation Techniques ● 7-Steps ● Kagan Cooperative Learning Structures ● AVID Strategies	participation instructional strategy professional development at all EPIC Saturdays four times per year for the 2023-2024 and 2024-2025 school years. ● Conduct professional development with all Principals, Assistant Principals, and academic support staff during the 2023-2024 and 2024-2025 school years.	Total participation instructional strategies will be evident in all schools. Total participation instructional strategies will be evident in all classrooms.
5. Expand opportunities for Teachers to engage in professional development specific to using the physical environment for learning ● Learning walls ● Scaffolds and reference supports ○ Anchor charts ○ Sentence frames/stems ○ Word walls ● Workstations ● Educational Technology	● Add professional development to the Summer professional development catalog for Summer 2023 and 2024. ● Embed opportunities for professional development at all Educators Providing Innovative Change (EPIC) Saturdays four times per year for school year 2023-2024 and 2024-2025. ● Conduct professional development with all Principals, Assistant Principals, and academic support staff during the 2023-2024 and 2024-2025 school years.	All Principals, Assistant Principals, and academic support staff will have a unified vision of how to use the physical environment to support learning by August 2024. Effective use of the physical environment to support learning will be evident in all schools. Effective use of the physical environment to support learning will be evident in all classrooms.
6. Expand opportunities for Teachers to engage in professional development specific to assessment *for* learning (formative) and assessment *of* learning (summative), in order for teachers to understand both forms of assessments that serve distinct purposes, and how they complement one another and ultimately enhance instruction, intervention, and student achievement	● Add professional development to the Summer professional development catalog for Summer 2023 and 2024. ● Embed opportunities for professional development at all EPIC Saturdays four times per year for the 2023-2024 and 2024-2025 school years. ● Conduct professional development with all Principals, Assistant Principals, and academic support staff during 2023-2024 and 2024-2025 school years.	All Principals, Assistant Principals, and academic support staff will have a unified vision of assessment of and for learning to support instruction, intervention, and student achievement. Effective use of assessments of and for learning will be evident in all classrooms.

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7. Implement evidence-based Tier 1 supports for core instruction, Tier 2 and Tier 3 supports for accelerated learning for students who are not performing at grade level, and challenging enrichment supports for students who are in need of enrichment through structures such as: ● Targeted, whole-group instruction ● Differentiated instruction ● Small group instruction ● High-dosage tutoring ● Extended learning	● Identify resources during the 2023-2024 school year. ● Work with pilot Teachers during the 2023-2024 school year. ● Provide professional development opportunities for campus administrators, teachers, instructional assistants, and counselors during the 2024-2025 school year.	All Teachers will have supports that can be used to better support students whether at, below, or above grade level. Teachers have adequate resources to support all students whether they are at, below or above grade level.
8. Provide students who have Individualized Education Programs (IEPs) a differentiated, aligned, and challenging curriculum that facilitates independence in all areas of life and promotes progress toward college-readiness or post-secondary transition goals.	● Embed high use, standards- aligned supports into instructional frameworks and practices for all RLA/SLAR courses by August 2023. ● Conduct program reviews to ensure equitable, challenging instruction that prepares students in literacy for CCMR in: Mainstream, Resource and Inclusion, Early Childhood Special Education (ECSE), Alternative Learning Environment (ALE), Behavior Support Curriculum (BSC), by August 2023. ● Conduct a Campus Needs Assessment by December 2023. ● Conduct professional development for all instructional staff in implementation alignment by Spring 2024.	All students with IEPs receive a challenging curriculum. Consistent, equitable, and high-quality literacy instruction for all students with disabilities. Improved student RLA/SLAR performance as measured on STAAR/STAAR EOCs.
9. Develop a culturally sustaining, research-based literacy curriculum for secondary Emergent Bilingual students with home language literacy levels below grade 3, including Students with Limited Interrupted	● Develop a budget, scope, and timeline for writing of district curriculum by May 2023. ● Ensure curriculum resources are in place for every school for the first semester by August 2024.	Teachers will have materials designed to meet the language, literacy, academic, social-emotional needs of newcomer students.

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Formal Education (SIFE).	- Ensure curriculum resources are in place for every school for the second semester by January 2025. - Begin ongoing professional development on the curriculum by August 2024.	Increased teacher skill in instructing students with limited first language literacy. Increased immigrant student graduation rates.
10. Provide structured support for students in need of accelerations, including (i) intervention blocks in elementary; and (ii) double block RLA each day in grades 6-8 and use the High School Reading I, II, and III classes to double block RLA at high school for students in need, implementing systematic skills development to ensure all students are on track for college ready reading.	- Conduct a needs assessment Spring 2023. - Evaluate staffing needs Spring 2023. - Embed strategies in the Master Scheduling process Spring 2023.	Students enrolled in doubled-blocked courses will be provided with accelerated instruction support needed to be successful as measured on STAAR/STAAR EOCs. Increase in students meeting standards on MAP and STAAR/STAAR EOCs. Increased graduation rates.
11. Expand student home libraries with culturally sustaining, diverse, and high-interest texts in families' home languages to ensure students have access to high-interest text during school breaks to support 365-day learning.	- Conduct a needs assessment by May 2023. - Partner with organizations that provide free books to students by July 2023. - Order and commence delivery of materials by January 2024. - Embed strategies into professional development school year 2023-2024.	Students are provided with additional opportunities to practice reading. Building at-home libraries to provide students with opportunities to interact with text multiple times.
12. Develop sets of high-interest literacy activities accompanied with culturally sustaining texts to distribute to students and families during all school breaks to support 365-day learning.	- Conduct a comprehensive analysis of resources and district literacy initiatives. - Establish a distribution and logistical plan to support book distributions and literacy activities.Develop a budget, scope, and timeline for purchasing texts and creating literacy activities for the school year 2023-2024 by May 2023. - Ensure texts and activities are ready for home use during the following breaks: - Thanksgiving Break by November 2023.	Students have reliable opportunities for literacy throughout the calendar year. Families have literacy resources for their students that they may adapt to integrate into their home lives.

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	○ Winter Break by December 2023. ○ Spring break by March 2024. ○ Summer break by May 2024. ● Develop strategies and partnerships to encourage students to engage in literacy activities	
13. Partner every kindergarten, first, and second grade student with a dedicated reading buddy to build reading communities across the district. Reading buddies will partner read and discuss connections to text in the student's home language.	● Conduct a needs assessment by December 2023. ● Develop a standardized training program to onboard new reading buddies and provide ongoing support. ● Begin program implementation for one grade level by onboarding and training reading buddies and monitoring program effectiveness by June 2024. ● Order and deliver materials prior to the start of the school year. ● Add additional grade level each subsequent year until all students K - 2 are supported with a buddy.	Students are provided with an important scaffold for learning that results in increased student achievement as measures on STAAR/STAAR EOCs. .
14. Identify mentor texts from science and social studies to make cross-curricular literacy connections and build background knowledge across all subjects toward a high-quality, uniform districtwide curriculum.	● Ensure curriculum resources are in place for prioritized grade levels by August 2024. ● Begin ongoing professional development on resources by August 2024.	Teachers have strong curricular materials that they use to personalize for their students. Students are provided with opportunities to read, write and think in the disciplines of study. Students' content knowledge is deepened by multiple opportunities to study texts of the discipline across classes.
15. Integrate a set of core cross-curricular strategies to be used by all teachers to support the reinforcement of reading, writing, and content-based language instruction	● Identify research-based, culturally sustaining strategies and routines that enhance literacy in the content areas by August 2024. ● Embed strategies and practices in the district	Non-literacy Teachers will be supported by district-wide professional development and coaching in strengthening their use of literacy instruction.

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across all contents/subjects.	content curriculum by August 2024. ● Begin training all content Teachers on the practices within the curriculum by August 2024.	Students are provided with consistent habits of mind that support critical thinking, reading, and writing in the disciplines.
16. Conduct a program review of pre-K-12 dual language programs based on TEA's Effective Dual Language Framework to ensure fidelity to SAISD's dual language model, evaluate program effectiveness, and make data-driven decisions for program refinement.	● Use TEA's updated Effective Dual Language Framework's rubric to assess program strengths and opportunities and to set program goals by August 2023. ● Incorporate dual language look-fors into leadership walks beginning in August 2023. ● Provide schools feedback on program implementation based on TEA's Effective Dual Language Framework's rubric at least twice a year beginning in August 2023.	Stronger alignment in dual language implementation across SAISD schools, regardless of 1882 status. Informed decisions on dual language program sites. Increased dual language program knowledge among school leaders and instructional coaches.
17. Provide a Summer Literacy/Biliteracy Institute for Teachers and school leaders that focuses on providing authentic literacy experiences for students, foundational reading skills, and building agency in young readers and writers.	● Work collaboratively with the Literacy Advisory Council to determine essential elements of the institute school year 2023-2024. ● Design and develop curriculum for the institute by May 2024. ● Publicize the institute by January 2024. ● Host the summer Literacy/Biliteracy Institute annually beginning in June 2024.	Stronger alignment to exemplary literacy practices across SAISD schools. Teachers will be equipped with authentic literacy experiences for their students. Students are provided with opportunities to exercise agency in their learning.

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Component III: SAISD cultivates high academic expectations for all students, offering an aligned curriculum, rich in literacy, mathematics, science, and social studies that develops students' ability to read, write, speak, and think critically so that students possess skills that help them fully realize their power to shape the world.		
Objective D: Mathematics - Build a strong foundation for a college-ready mathematics curriculum that engages students in learning anchored in evidence-based practices that provides authentic opportunities to cultivate mathematical understanding.		

Activity	**Timeline**	**Outcomes**
1. Review and modify the mathematics instructional frameworks to include: ● Culturally responsive and sustaining practices ● Specific tools to teach systematic and explicit mathematics instruction ● Guidance for implementing gradual release of responsibility ● Strategies for developing mathematical conceptual understanding and fluency ● Content-based reading and writing as integrated, reciprocal processes to support the development of mathematical knowledge and skills ● Strategies to ensure Newcomer Emergent Bilingual students acquire the vocabulary and Content Based Language Instruction necessary embedded to support mathematics instruction that is aligned to CBLI methods	● Stakeholders review and approve mathematics instructional framework by June 2023. ● Publish the revised mathematics instructional framework by July 2023. ● Align and prioritize professional learning at the campus- and district-level to the revised instructional framework starting August 2023.	Increase in the number of Teachers implementing instructional practices aligned to mathematics frameworks as evidenced in lesson plans and through leadership walks. Teachers deepen their knowledge of instructional practices that both build students' content knowledge and conceptual understanding so that students are able to demonstrate their mathematical understanding in diverse ways as required on the redesigned STAAR assessments. Students are able to demonstrate their knowledge and skill as evidenced by an increase in STAAR/STAAR EOC scores.
2. Enhance the curriculum by creating teacher planning guides and culturally relevant daily lessons that toward a high-quality, uniform districtwide curriculum that models the foundational principles of revised	● Develop a budget, scope, and timeline for writing of district curriculum by June 2023. ● Begin providing daily lessons for selected/prioritized courses by August 2024. ● Begin prioritized, ongoing professional	Students engaged with a curriculum that is reflective of them as learners and adequately prepares them for high level mathematics.

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mathematics framework and that are aligned to grade level standards and back-mapped from college and career readiness standards, and promote a balanced approach to: ● Conceptual understanding ● Procedural skill & fluency ● Application ● Accelerated learning	development for all instructional strategies in context of curriculum by August 2024 ● Engage stakeholders in ongoing cycles of review and refinement of lessons	Teachers have strong curricular materials that they use to personalize for their students. Equitable instructional material is used so that mobile learners can thrive.
3. Select high-quality instructional materials, which may result in a common district curriculum, and which includes culturally sustaining resources: ● Digital ● Print ● Realia ● Manipulatives	● Convene a teacher review committee for the selection of materials and order and deliver materials by the start of each school year.	More effective implementation of the mathematics frameworks.
4. Expand opportunities for Teachers to engage in professional development specific to the use of total participation instructional strategies that provide Teachers with evidence of accountability, active participation, and cognitive engagement from all students: ● Total Participation Techniques ● 7-Steps ● Kagan Cooperative Learning Structures ● AVID Strategies	● Add total participation instructional strategy professional development to the Summer professional development catalog for Summer 2023 and 2024. ● Embed opportunities for total participation instructional strategy professional development at all EPIC Saturdays four times per year for school year 2023-2024 and 2024-2025. ● Conduct professional development with all Principals, Assistant Principals, and academic support staff during the school years 2023-2024 and 2024-2025.	All Principals, Assistant Principals, and academic support staff will have a unified vision of total participation instructional strategies to engage all learners. Total participation instructional strategies will be evident in all schools. Total participation instructional strategies will be evident in all classrooms.
5. Expand opportunities for Teachers to engage in professional development specific to using the physical environment for learning ● Learning walls	● Add professional development to the Summer professional development catalog for Summer 2023 and 2024. ● Embed opportunities for professional	All Principals, Assistant Principals, and academic support staff will have a unified vision of how to use the physical environment to support learning.

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● Scaffolds and reference supports
  ○ Anchor charts
  ○ Sentence frames/stems
  ○ Word walls
● Workstations
● Educational Technology
	development at all EPIC Saturdays four times per year for school year 2023-2024 and 2024-2025.
	
	● Conduct professional development with all Principals, Assistant Principals, and academic support staff during the school years 2023-2024 and 2024-2025.
		Effective use of the physical environment to support learning will be evident in all schools.
		
		Effective use of the physical environment to support learning will be evident in all classrooms.

6. Expand opportunities for Teachers to engage in professional development specific to assessment *for* learning (formative) and assessment *of* learning (summative) to understand both forms of assessments that serve distinct purposes, and how they complement one another and ultimately enhance instruction, intervention, and student achievement.	● Add professional development to the Summer professional development catalog for Summer 2023 and 2024. ● Embed opportunities for professional development at all EPIC Saturdays four times per year for school years 2023-2024 and 2024-2025. ● Conduct professional development with all Principals, Assistant Principals, and academic support staff during the school years 2023-2024 and 2024-2025.	All Principals, Assistant Principals, and academic support staff will have a unified vision of assessment of and for learning to support instruction, intervention, and student achievement. Effective use of assessments of and for learning will be evident in all classrooms.
7. Clarify and consistently implement evidence-based Tier 1 supports for core instruction, Tier 2 and Tier 3 supports for accelerated learning for students who are not performing at grade level, and challenging enrichment supports for students who are in need of enrichment through structures such as: ● Targeted whole group ● Differentiated instruction ● Small group instruction ● High-dosage tutoring ● Extended learning	● Identify resources during the school year 2023-2024. ● Work with pilot Teachers during the school year 2023-2024. ● Provide professional development opportunities for Teachers during the school year 2024-2025.	All Teachers will have supports that can be used to better support students whether at, below, or above grade level. Teachers have adequate resources to support <u>all</u> students whether at, below or above grade level.
8. Provide students with IEPs a differentiated, aligned, and challenging curriculum that facilitates independence in all areas of life	● Embed high use, standards- aligned supports into instructional frameworks and practices for all mathematics courses by August 2023.	All students with IEPs receive a challenging curriculum.

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and promotes progress toward college-readiness or post-secondary transition goals.	● Conduct program reviews to ensure equitable, challenging instruction that prepares students in mathematics for CCMR in: Mainstream, Resource, ECSE, ACE, BSC, by August 2023. ● Conduct a Campus Needs Assessment by December 2023. ● Conduct professional development for implementation alignment by Spring 2024.	Consistent, equitable, and high-quality mathematics instruction for all students with disabilities. Improved student mathematics performance as measured on STAAR/STAAR EOCs.
9. Embed content-based language instruction strategies and differentiated supports in mathematics curriculum for Emergent Bilingual students at different language proficiency levels in English and Spanish.	● Embed linguistic support into daily mathematics lessons, including in formative and summative assessments by August 2023. ● Conduct differentiated professional development for teachers by August 2023. ● Expand to include daily mathematics lessons in Spanish for dual language mathematics courses in grades K-12 grade, including dual credit and AP courses, beginning in August 2024.	Emergent Bilingual students will demonstrate content proficiency in challenging mathematics courses regardless of English proficiency. Increase in the number of Emergent Bilingual students meeting standards on STAAR/STAAR EOCs. Increased number of students earning Performance Acknowledgement in Bilingualism and Biliteracy.
10. Evaluate middle and high school instructional minutes and schedule configurations to determine the most effective model(s) for mathematics.	● Use existing advisory councils to develop district best practices for the school year 2023-2024. ● Support schools in adjusting schedules in the school year 2024-2025. ● Support the master scheduling process through professional development for administrators and counselors by August 2023	Students have sustained access to mathematics each day. Provide a unified structure to mathematics classes so that the curriculum can be implemented throughout the district with integrity. Allow a defined structure for supporting Algebra I students with additional help so that they do not fall behind for graduation. Increase in the number of students able to take mathematics courses that colleges consider advanced for admissions purposes.

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11. Align the grade 7 math honors courses to the 8th grade STAAR assessment, and ensure comprehensive coverage of course standards.	● Identify the process and impact of aligning Grade 7 Math Honors course to the Grade 8 STAAR assessment by May 2023. ● Communicate the final decision of the committee to all stakeholders by May 2023. ● Communicate the final decision again to ensure that all new staff are aware of the impact and make the necessary adjustments to instruction by August 2023.	Grade 7 honors students will receive instruction on Grade 8 TEKS that will better prepare them for upper-level mathematics and college readiness.
12. Broaden access to advanced mathematics courses in high school by offering a strong Algebra I course on all schools that offer Grades 6-8.	● Ensure that all schools offer a pathway to Algebra I in Grade 8 by using a compacted pathway of Grade 6 Honors, Grade 7 Honors, and Algebra I by the start of school year 2023-2024. ● Ensure teacher access to instructional materials that compact the 6th - Algebra I curriculum in grades 6, 7, and 8 by the start of school year 2023-2024. ● Provide ongoing professional development for Teachers of the compacted mathematics courses. ● Create and implement new Content-Based Assessments (CBAs) aligned to the Grade 6 Honors and Grade 7 Honors math courses.	Increased access to upper level mathematics courses that colleges consider advanced for admissions purposes. Increase in student performance in advanced mathematics courses.
13. Provide a summer mathematics institute or access to high-quality external professional development for educators and leadership that focuses on quality problem-solving, high-yield instructional strategies, and building conceptual understanding for mathematics learning trajectories.	● Work collaboratively with the Mathematics Advisory Council to determine essential elements of the institute each school year. ● Design/develop curriculum or engage with consultants for the institute by May of each school year. ● Publicize the institute by January 2024. ● Host the Summer Mathematics institute annually beginning in June 2024.	Stronger alignment to exemplary mathematics practices across SAISD schools. Teachers will be equipped to use authentic mathematics experiences with students. Teachers are better prepared to ensure that students are provided with opportunities to exercise agency in their learning.

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| 14. Develop sets of high-interest mathematics activities accompanied with manipulatives to distribute to students and families during school breaks to support 365-day learning. | • Develop a budget, scope, and timeline for purchasing manipulatives and resources and creating mathematical tasks for school year 2023-2024 by May 2023.
• Ensure manipulatives and tasks are ready for home use during
• Thanksgiving Break in November 2023
• Winter Break in December 2023
• Spring break in March 2024
• Summer break by May 2024
• Develop strategies and partnerships to encourage students to engage in literacy activities | Students have reliable opportunities for mathematics experiences throughout the calendar year.

Families have mathematics resources for their students that they may adapt to integrate into their home lives. |

Component III: SAISD cultivates high academic expectations for all students, offering an aligned curriculum, rich in literacy, mathematics, science, and social studies that develops students' ability to read, write, speak, and think critically so that students possess skills that help them fully realize their power to shape the world.

Objective E: Mathematics for African American/Black Students - Remove institutional barriers and systems of inequity that have resulted in a failure to deliver on our promise of high-quality instruction, lead to uneven progress for African American/Black students, and prevented them from accessing college-ready mathematics curriculum.

Activity	Timeline	Outcomes
1. Create opportunities for all staff to engage in equity-centered professional development that specifically addresses systemic and structural racism in order to create deliberate systems and supports that achieve and sustain racial equity through proactive and preventative measures.	• Acknowledge that the poor achievement of Black students is as a result of the systemic inequities that has allowed the system to fail on delivering the promise of high- quality experiences for our Black students. • Work collaboratively with the Equity Advisory Council to outline a course of study for all SAISD staff members by May 2023. • Provide initial professional learning	Increased knowledge of systemic and structural racism that will mitigate the inherent bias that exists in schooling children of color. Professional development provides points of reflection that will serve to challenge biases and barriers to learning.

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	opportunities by August 2023 to be included in the annual Social Emotional and Academic Development (SEAD) conference. ● Create multiple pathways for staff members to interact with professional development content, including face-to-face, micro learning videos, cohort study, and hybrid experiences by January 2024.	Increased racial justice supports the systematic fair treatment of children of all races, resulting in equitable opportunities and outcomes for all.

2. Design and deliver professional development that challenges unconscious bias and other types of bias in the classroom that lead to low expectations for African American/Black students.	● Consult with national experts in Equity, Diversity, and Inclusion by May 2024.
	● Use the Equity Advisory Council to develop a course syllabus for professional development for all SAISD staff SY 2024-2025.
	● Use the Equity Advisory Council to monitor data quarterly beginning April 2024, including:
	   ○ Academic achievement
	   ○ Exclusionary discipline
	   ○ Attendance
	   ○ Special education by demographic group
	● Gifted and Talented (GT) by demographic
		Teaching practices, discipline practices, and learning experiences better meet the needs of African American/Black students.
		
		African American/Black students have access to the full range of academic offerings.

3. Identify and eliminate root causes of institutional barriers to equity within SAISD for African American/Black students, families, and teachers, especially in mathematics classrooms.
  ● Build a climate that promotes racial justice and high expectations
  ● Increase African American/Black voices and representation in curriculum
  ● Center the voices of African American/Black students
	● Work with the Mathematics Advisory Council to identify institutional barriers and develop strategies to eliminate or mitigate them during the school year 2023-2024.
	● Issue an RFP to solicit proposals from schools to receive additional funding to support Black students by December 2023.
	● Develop an initial responsive and equity-basedplan by collaborating with national consultants during the 2023-2024 school year.
	● Develop an implementation plan by August
		Teaching practices and learning experiences better meet the needs of African American/Black students.
		
		Implementation of evidence-based practices that better support all SAISD students and families.
		
		Award RFPs and the lessons learned will be used to scale promising practices across the district.

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● Building partnerships with African American/Black families and community leaders ●	2024. ● Develop a family support plan by August 2024. ● Begin training all mathematics Teachers by August 2024. ● Continue to monitor the plan by ensuring that progress of African American/Black students is a standing item on both the Mathematics Advisory Council and the Student Achievement Committee beginning August 2023.	
2. Elevate the voices of African American/Black students to determine barriers to African American/Black students' sense of belonging and establish practices, activities, and structures that support African American/Black students specifically.	● Use the Student Advisory Committee to understand students' sense of belonging, engagement, and solicit students' perspective by January 2024. ● Based on data gathered and student input, develop practices, activities, and structures to improve sense of belonging by May 2024. ● Implement recommendations from existing advisory councils by December 2024.	Improved sense of belonging. Improved attendance. Increased student achievement outcomes for African American/Black students. Adoption of data-informed practices that better support all SAISD students. Increased opportunities for students to engage in activities that are reflective of the African American/Black experience.
2. Elevate the voices of African American/Black families to determine barriers to African American/Black students' sense of belonging and establish practices, activities, and structures that support African American/Black students specifically.	● Establish a District Parent Advisory Council (DPAC) Sub-Committee of African American/Black parents and caregivers by January 2024. ● Based on data gathered and family input, develop practices, activities, and structures to improve sense of belonging by May 2024. ● Implement recommendations from existing advisory councils by December 2024.	Improved sense of belonging. Improved attendance. Increased student achievement outcomes for African American/Black students. Adoption of data-informed practices that better support all SAISD students.

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		Increased opportunities for students to engage in activities that are reflective of the African American/Black experience.
2. Elevate the voices of African American/Black educators to determine barriers to African American/Black students' sense of belonging and establish practices, activities, and structures that support African American/Black students specifically.	● Establish a SAISD affiliate of the Texas Alliance of Black School Educators (TABSE) and the National Alliance of Black School Educators (NABSE) by January 2024. ● Based on data gathered and teacher input, develop practices, activities, and structures to improve sense of belonging by May 2024. ● Implement recommendations from existing advisory councils by December 2024.	Improved sense of belonging. Improved attendance. Increased student achievement outcomes for African American/Black students. Adoption of data-informed practices that better support all SAISD students. Increased opportunities for students to engage in activities that are reflective of the African American/Black experience.
3. Connect African American/Black students to a caring mentor who supports students socially and emotionally.	● Use evidence-based research to refine the structure for district-wide mentoring with a planning year beginning SY 2023-2024. ● Create an asset map of external organizations currently mentoring in SAISD by December 2024.. ● Establish a student-mentor matching framework that uses multi-modal mentoring models to ensure community support is present to interact with students by December 2025.	Increased sense of connection to school. Increased support for academic and social development. Improve attendance rates and students' sense of belonging.
4. Ensure equal opportunity for African American/Black students to engage in accelerated learning and advanced coursework, including rigorous core curriculum support, honors pathways,	● Ensure professional development includes a distinction between supports that are remedial in nature and those that are designed to accelerate learning by August 2023. ● Provide supplementary support for	African American/Black students have access to the full range of academic offerings. African American/Black students are proportionally represented in advanced course tracks.

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advanced placement, and dual credit courses.	● acceleration by August 2023. ● Provide additional curriculum supports for advanced coursework, embedded in the curriculum by August 2024.	
5. Eliminate barriers that lead to under identification of African American/Black students in Gifted and Talented (GT) classes.	● Work with the GT department to evaluate testing schedules and identification processes for students, including the percent of students tested by demographic group by July 2023. ● Provide professional development to teachers on unconscious bias and identification of African American/Black students for GT classes by July 2024 ● Use the GT advisory council to create a revised testing plan for the accurate identification of African American/Black students by January 2024. ● Use the Equity Advisory Council to monitor data quarterly, including Gifted and Talented (GT) identification by demographic group beginning April 2023.	Increase the number of African American/Black students identified as gifted. Improve equitable access for African American/Black students to GT and advanced coursework.
6. Eliminate barriers that lead to over identification of African American/Black students in special education	● Provide professional development in unconscious bias that leads to over identification of African American/Black students in special education in SY 2023-2024. ● Work with the Disability Services department to evaluate special education data by July 2023. ● Use Special Education Parent Advisory Council to review disproportionality in the identification of African American/Black students for Special Education by August 2023. ● Use the Equity Advisory Council to monitor	African American/Black students are not over-referred or over-identified for special education services. Improve equitable access for African American/Black students to on grade level curriculum, Gifted and Talented (GT) programming, and/or advanced coursework.

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	data quarterly, including special education by demographic group beginning April 2023.	
7. Eliminate barriers that lead to exclusionary discipline practices for African American/Black students.	● Provide professional development in unconscious bias that leads to disproportionate use of exclusionary discipline in SY 2024-2025. ● Use the Equity Advisory Council to monitor data quarterly, including the disproportionate use of exclusionary discipline beginning April 2024.	Teaching practices, discipline practices, and learning experiences better meet the needs of African American/Black students. Implementation of evidence-based practices that better support all SAISD students.

Component III: SAISD cultivates high academic expectations for all students, offering an aligned curriculum, rich in literacy, mathematics, science, and social studies that develops students' ability to read, write, speak, and think critically so that students possess skills that help them fully realize their power to shape the world.		
Objective F: Science - Build a strong foundation for a college-ready science curriculum that engages students in learning anchored in evidence-based practices and that provides authentic opportunities to cultivate scientific understanding.		
Activity	**Timeline**	**Outcomes**

1. Review and modify the science instructional frameworks to include:
  ● Culturally responsive and sustaining practices
  ● Specific tools to teach systematic and explicit science instruction grounded in inquiry
  ● Guidance for implementing the 5 E Instructional Model
  ● Scientific Investigations
    ○ Descriptive
    ○ Comparative
    ○ Experimental
  ● Implementation of interactive
	● Stakeholders review and approve science instructional framework by June 2023.
	● Publish the revised science instructional framework by July 2023.
	● Align and prioritize professional learning at the campus- and district-level to the revised instructional framework starting August 2023.
		Increase in the number of Teachers implementing instructional practices aligned to science frameworks as evidenced in lesson plans and through leadership walks.
		
		Teachers deepen their knowledge of instructional practices that both build students' content knowledge and conceptual understanding so that students are able to demonstrate their science understanding in diverse ways as required on the redesigned STAAR assessments.

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science journals for
    ○ Data collection
    ○ Reinforcing academic vocabulary
    ○ Critical Writing
    ○ Formative Assessments
● Content-based reading and writing as integrated, reciprocal processes to support the development of scientific knowledge and skills.
● Strategies to ensure Newcomer Emergent Bilingual students acquire the vocabulary and language necessary to support science instruction that is aligned to CBLI methods.
		Students are able to demonstrate their knowledge and skill as evidenced by an increase in STAAR/STAAR EOC scores.

2. Integrate the use of Claim, Evidence, Reasoning Response Questions in all science courses (K-12) to support the development of student literacy, data and text analysis, and writing skills.	● Provide aligned claim, evidence, reasoning response questions for selected/prioritized courses by August 2023. ● Provide professional development in claim, evidence, and reasoning response questions process for Teachers by August 2023. ● Provide ongoing support for the implementation of claim, evidence, and reasoning response questions through instructional specialists and professional learning networks by August 2023. ● Integrate claim, evidence, and reasoning response questions and reading passages into the district science curriculum for selected/prioritized courses by August 2023.	Improve student literacy, data and text analysis, and writing skills that will impact performance on state assessments in RLA and Science. Science Teachers develop and refine instructional practices to improve their skills in teaching, reading, and writing.
3. Enhance the curriculum by creating teacher planning guides and culturally relevant daily lessons toward a high-quality, uniform	● Develop a budget, scope, and timeline for writing of district curriculum June 2023. ● Begin providing daily lessons for	Students engaged with a curriculum that is reflective of them as learners and adequately prepares them for a high level of scientific learning.

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districtwide curriculum that models the foundational principles of the revised science framework and that are aligned to grade-level standards, are back mapped from college and career readiness standards, and promote a balanced approach through: ● Inquiry-based learning ● Scientific and Engineering Practices ● Cross-cutting concepts ● Core Ideas	selected/prioritized courses by August 2024. ● Begin prioritized, ongoing professional development for all instructional strategies in context of curriculum by August 2024. ● Engage stakeholders in ongoing cycles of review and refinement of lessons.	Teachers have strong curricular materials that they use to personalize for their students. Equitable instructional material is used so that mobile learners can thrive.
4. Select high-quality instructional materials, which includes identifying culturally sustaining resources: ● Digital ● Print ● Realia ● Manipulatives	● Convene a teacher review committee for the selection of materials and order and deliver materials by the start of each school year. May 2024	Effective implementation of the science frameworks.
5. Purchase updated professional resource books and materials for K - 12 science Teachers to provide students with the most up-to-date instruction available focusing on new science standards, including, but not limited to: ● STEMScopes ● STEMScopes kits ● Region 4 resource books (supporting STAAR achievement, warmup to science) ● Region 4 Gateways (books) ● Edusmart (intervention)	● Establish a committee of Teachers, community leaders, and district staff to begin researching and vetting available materials from vendors that support new TEK implementation for the 24-25 school year beginning September 2023. ● Select new materials and resources by May 2024. ● Purchase new materials and resources by August 2024. ● Implement professional development for new materials and resources by August 2024.	Research and ordering will be completed by the proposed timeline. Teachers will be prepared for the new TEKS implementation at the beginning of the 24-25 school year.
6. Provide all students in science classes with access to hands-on learning experiences,which includes living science	● Science stakeholders will identify key learning experiences that all SAISD students will engage in throughout their K-12 coursework.	The ordering process will be rolled out consistent with the proposed timeline.

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resources.	- Gather a quote from a vendor (Region 20 Living Science) to determine district-wide purchase amount for ongoing K - 12 services by May 2023. - Submit for approval and purchase order number by August 2023. - Purchase of license completed and begin communication to Science Leads the purchase of the new license and timelines for ordering and delivery by August 2023. - Provide ongoing professional development for integrating resources into lessons by August 2023.	All schools will have ongoing access to available materials from the Living Science catalog to support instruction throughout the year. Students will have rich experiences and meaningful learning in science classrooms.
7. Establish a Science Instructional Materials Center for: - Storage of district sets of recommended science investigative materials to support the science program district-wide in grades K-12 to ensure teacher and student success. - Storage of professional development materials for Teachers to learn how to use inquiry-based K-12 science investigations.	- Form an advisory committee for planning of a dedicated space for storage of science instructional materials by May 2024. - Organize and inventory all materials available in storage; dispose of outdated science materials by August 2024. - Initiate full operation of the Science Instructional Materials Center by school year 2025-2026.	The Science Refurbishment Center will be established consistent with the proposed timeline. Students will always have the necessary tools they need to master science concepts consistent with Texas science standards.
7. Develop a middle school Science Honors curriculum.	- Develop middle school honors science curriculum for selected courses by August 2026. - Began professional development for the Honors middle school Science curriculum in August 2027. - Provide ongoing support for the implementation of the Honors middle school Science curriculum through instructional	Increase in meets and masters performance on state assessments in Science. Increase in students completing and continuing to enroll in AP Science. Increase in AP Science exam performance.

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	coaching and professional learning networks by August 2027.	
8. Expand opportunities for Teachers to engage in professional development specific to the use of total participation instructional strategies that provide Teachers with evidence of accountability, active participation, and cognitive engagement from <u>all</u> students: ● Total Participation Techniques ● 7-Steps ● Kagan Cooperative Learning Structures ● AVID Strategies	● Add total participation instructional strategy professional development to the Summer professional development catalog for Summer 2023 and 2024. ● Embed opportunities for total participation instructional strategy professional development at all EPIC Saturdays four times per year for school year 2023-2024 and 2024-2025. ● Conduct professional development with all Principals, Assistant Principals, and academic support staff during the school year 2023-2024 and 2024-2025.	All Principals, Assistant Principals, and academic support staff will have a unified vision of total participation instructional strategies to engage all learners. Total participation instructional strategies will be evident in all schools. Total participation instructional strategies will be evident in all classrooms.
9. Expand opportunities for Teachers to engage in professional development specific to using the physical environment for learning ● Learning walls ● Scaffolds and reference supports ○ Anchor charts ○ Sentence frames/stems ○ Word walls ● Workstations ● Educational technology	● Add professional development to the Summer professional development catalog for Summer 2023 and 2024. ● Embed opportunities for professional development at all EPIC Saturdays four times per year for school year 2023-2024 and 2024-2025. ● Conduct professional development with all Principals, Assistant Principals, and academic support staff during the school year 2023-2024 and 2024-2025.	All Principals, Assistant Principals, and academic support staff will have a unified vision of how to use the physical environment to support learning. Effective use of the physical environment to support learning will be evident in all schools. Effective use of the physical environment to support learning will be evident in all classrooms.
10. Expand opportunities for Teachers to engage in professional development specific to assessment *for* learning (formative) and assessment *of* learning (summative) to understand both forms of assessments that serve distinct purposes, and how they	● Add professional development to the Summer professional development catalog for Summer 2023 and 2024. ● Embed opportunities for professional development at all EPIC Saturdays four times per year for the 2023-2024 and 2024-2025	All Principals, Assistant Principals, and academic support staff will have a unified vision of assessment of and for learning to support instruction, intervention, and student achievement by August 2024.

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complement one another and ultimately enhance instruction, intervention, and student achievement.	school years. ● Conduct professional development with all Principals, Assistant Principals, and academic support staff during the school years 2023-2024 and 2024-2025.	Effective use of assessments of and for learning will be evident in all classrooms by May 2024.
11. Implement evidence-based Tier 1 supports for core instruction, Tier 2 and Tier 3 supports for accelerated learning for students who are not performing at grade level, and challenging enrichment supports for students who are in need of enrichment through structures such as: ● Targeted Whole Group ● Differentiated instruction ● Small group instruction ● High-dosage tutoring ● Extended learning	● Identify resources during the school year 2023-2024. ● Work with pilot Teachers during the school year 2023-2024. ● Provide professional development opportunities for Teachers during the school year 2024-2025.	All Teachers will have supports that can be used to better support students whether at, below, or above grade level. Teachers have adequate resources to support students whether at, below or above grade level.
12. Provide students with IEPs a differentiated, aligned, and challenging curriculum that facilitates independence in all areas of life and promotes progress toward college-readiness or post-secondary transition goals.	● Embed high use, standards- aligned supports into instructional frameworks and practices for all science courses by August 2023. ● Conduct program reviews to ensure equitable, challenging instruction that prepares students in science for CCMR in: Mainstream, Resource, ECSE, ACE, BSC, by August 2023. ● Conduct a Campus Needs Assessment by December 2023. ● Conduct professional development for implementation alignment by Spring 2024.	All students with IEPs receive a challenging curriculum. Consistent, equitable, and high-quality science instruction for all students with disabilities. Improved student science performance as measured on STAAR/STAAR EOCs.
13. Integrate a set of core cross-curricular strategies to be used by science Teachers to support the reinforcement of reading, writing, and content-based language instruction	● Identify research-based, culturally sustaining strategies and routines that enhance literacy in the content areas by the end of school year 23-24.	Students are provided with consistent habits of mind that support critical thinking, reading, and writing in the disciplines.

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across all science courses/subjects.	● Embed strategies and practices in the district content curriculum by August 2024. ● Begin training all content Teachers on the practices within the curriculum by August 2024.	Non-literacy Teachers will be supported by district-wide professional development and coaching in strengthening their use of literacy instruction.
14. Integrate mentor texts to make cross-curricular literacy connections and build background knowledge across all science courses/subjects.	● Develop a budget, scope, and timeline for integrating mentor science texts into the science curriculum by May 2023. ● Ensure curriculum resources are in place for every school by January 2024. ● Begin ongoing professional development on the curriculum by January 2024.	Students are provided with opportunities to read, write and think in the disciplines of study. Students' content knowledge is deepened by multiple opportunities to study texts of the discipline across classes. Teachers have strong curricular materials that they use to personalize learning for their students.
15. Embed content-based language instruction strategies and differentiated supports in district science curriculum for Emergent Bilingual students at different language proficiency levels in English and Spanish.	● Ensure curriculum resources are in place for prioritized grade levels by August 2024. ● Begin ongoing professional development on resources by August 2024.	Emergent Bilingual students will demonstrate content proficiency in challenging science courses regardless of English proficiency. Increase in the number of Emergent Bilingual students meeting standards on STAAR/STAAR EOCs and TELPAS. Increased number of students earning Performance Acknowledgement in Bilingualism and Biliteracy.
16. Embed garden-based curriculum and experiences to support scientific inquiry, enrichment, and health and nutrition awareness.	● Develop a comprehensive garden asset-map to inventory all of the types, locations, and statuses of the district garden projects by June 2023. ● Conduct needs assessments at prioritized campuses to determine gardening needs by June 2023. ● Partner with community organizations to support curriculum writing, teaching professional development and gardening	Support SAISD communities with access to fresh and nutritious foods. Increased awareness and knowledge on sustainable gardening practices and nutrition.

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	construction starting August 2023. ● Use school gardens to support community food desserts and enhanced access to nutritious foods by May 2026.	

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Component III: SAISD cultivates high academic expectations for all students, offering an aligned curriculum, rich in literacy, mathematics, science, and social studies that develops students' ability to read, write, speak, and think critically so that students possess skills that help them fully realize their power to shape the world.
Objective G: Social Studies - Build a strong foundation for a college-ready social studies curriculum that engages students in learning anchored in evidence-based practices and that provides authentic opportunities to cultivate historical thinking and literacy.

Activity	Timeline	Outcomes
1. Review and modify the social studies instructional frameworks to include: ● Culturally responsive and sustaining practices ● Specific tools to teach systematic and explicit social studies instruction grounded in inquiry ● Close reading and analytical writing development thatsupport: ○ respectful discourse ○ student-centered inquiry, and ○ focused Instruction ● Content-based reading and writing as integrated, reciprocal processes to support the development of social studies knowledge and skills ● Strategies to ensure Newcomer Emergent Bilingual students acquire the vocabulary and language necessary to support social studies instruction that is aligned to CBLI methods	● Obtain feedback from campus administrators, Academic Deans, and teachers by June 2023. ● Publish the revised social studies instructional framework by July 2023. ● Align and prioritize professional learning at the campus- and district-level to the revised instructional framework starting August 2023.	Increase in the number of Teachers implementing instructional practices aligned to social studies frameworks as evidenced in lesson plans that are culturally responsive and sustaining and through leadership walks Teachers deepen their knowledge of instructional practices that both build students' content knowledge and conceptual understanding so that students are able to demonstrate their social studies understanding in diverse ways as required on the redesigned STAAR assessments. Students are able to demonstrate their knowledge and skill as evidenced by an increase in STAAR/STAAR EOC scores.
2. Enhance the curriculum by creating teacher planning guides and daily lessons toward a high-quality, uniform districtwide curriculum	● Develop a budget, scope, and timeline for writing of district curriculum by June 2023. ● Begin providing daily lessons for	Students engaged with a curriculum that is reflective of them as learners and adequately prepares them for high level social studies.

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that model the foundational principles of the social studies framework, aligned to grade-level standards, are back-mapped from college and career readiness standards, and incorporate instructional strategies that include: ● Student-inquiry ● Culturally Responsive Pedagogy ● Respectful Discourse ● Civic Engagement ● Historical literacy	selected/prioritized courses by August 2024 ● Begin prioritized, ongoing professional development for all instructional strategies in context of curriculum by August 2024 ● Engage stakeholders in ongoing cycles of review and refinement of lessons.	Teachers have strong curricular materials that they use to personalize for their students. Equitable instructional material is used so that mobile learners can thrive.
3. Select high-quality instructional materials, which includes identifying culturally sustaining resources: ● Digital ● Print ● Realia ● Manipulatives	● Convene a teacher review committee for the selection of materials and order and deliver materials by the start of each school year.	Effective implementation of the social studies frameworks.
4. Integrate the use of Document-Based Questions (DBQs) in all secondary Social Studies courses to support the development of student literacy, analysis, and writing skills.	● Provide aligned Document-Based Question resources for all Social Studies Courses 6-12 by August 2023. ● Provide professional development in the Document-Based Question process for all Teachers beginning in August 2023. ● Identify four Document-Based Questions for integration into the district Social Studies curriculum for each secondary grade level by January 2024. ● Provide ongoing support for the implementation of Document-Based Questions through instructional coaching and Professional Learning Networks by August 2023.	Improved student literacy, analysis and writing skills that impact performance on state assessments in Reading and Language Arts, Science, and Social Studies. Social Studies Teachers develop and refine instructional practices to improve their skills in teaching reading and writing. Improved performance on AP Social Studies exams.

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5. Integrate annual activities to build awareness and practice the voting and election process.	- Hold grade-level appropriate mock elections to correspond with election dates by May 2023. - Ongoing monitoring of student and school participation with the goal of consistent 50% participation in mock election activities. - Campuses will develop an annual plan to ensure all students have the opportunity to vote and know the process. - Provide voter registration opportunities twice a year to all eligible high school students in a timely manner so they are eligible to participate in the upcoming elections at least one month before voter registration deadline. - Partner with community organizations to promote civic engagement by August 2024.	Students understand the process of voting and elections. Provide the opportunity for all students to register to vote, excluding those who have religious or other exemptions. Provide easily accessible opportunities for students to vote.
6. Develop an instructional framework and curriculum for secondary school Ethnic Studies courses that is empowering, culturally relevant, social justice-oriented, and uses community resources.	- Identify community resources to integrate into Ethnic Studies curriculum by January 2024 - Develop the instructional framework for Ethnic Studies courses by May 2024. - Complete Ethnic Studies curriculum by August 2024.	All secondary school students have access to Ethnic Studies courses. Students engage in an Ethnic Studies curriculum that affirms their identity and culture, deepens their understanding of their community, and promotes civic engagement.
7. Develop a middle school social studies Honors curriculum.	- Develop middle school honors social studies curriculum by August 2025. - Began professional development for the Honors middle school social studies curriculum in August 2025. - Provide ongoing support for the implementation of the Honors middle school social studies curriculum through instructional coaching and professional learning networks by August 2025.	Increase in meets and masters performance on state assessments in social studies. Increase in students completing and continuing to enroll in AP social studies courses. Increase in AP social studies exam performance.

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8. Expand opportunities for Teachers to engage in professional development specific to the use of total participation instructional strategies that provide Teachers with evidence of accountability, active participation, and cognitive engagement from all students: ● Total Participation Techniques ● 7-Steps ● Kagan Cooperative Learning Structures ● AVID Strategies	● Add total participation instructional strategy professional development to the Summer professional development catalog for Summer 2023 and 2024. ● Embed opportunities for total participation instructional strategy professional development at all EPIC Saturdays four times per year for school year 2023-2024 and 2024-2025. ● Conduct professional development with all academic support staff during the school years 2023-2024 and 2024-2025.	All Principals, Assistant Principals, and academic support staff will have a unified vision of total participation instructional strategies to engage all learners. Total participation instructional strategies will be evident in all schools. Total participation instructional strategies will be evident in all classrooms.
9. Expand opportunities for Teachers to engage in professional development specific to using the physical environment for learning ● Learning walls ● Scaffolds and reference supports ○ Anchor charts ○ Sentence frames/stems ○ Word walls ● Workstations ● Educational Technology	● Add professional development to the Summer professional development catalog for Summer 2023 and 2024. ● Embed opportunities for professional development at all EPIC Saturdays four times per year for school year 2023-2024 and 2024-2025. ● Conduct professional development with all academic support staff during the school years 2023-2024 and 2024-2025.	All Principals, Assistant Principals, and academic support staff will have a unified vision of how to use the physical environment to support learning. Effective use of the physical environment to support learning will be evident in all schools. Effective use of the physical environment to support learning will be evident in all classrooms.
10. Expand opportunities for Teachers to engage in professional development specific to assessment *for* learning (formative) and assessment *of* learning (summative) to understand both forms of assessments that serve distinct purposes, and how they complement one another and ultimately enhance instruction, intervention, and student achievement.	● Add professional development to the Summer professional development catalog for Summer 2023 and 2024. ● Embed opportunities for professional development at all EPIC Saturdays four times per year for school year 2023-2024 and 2024-2025. ● Conduct professional development with all academic support staff during the school	All Principals, Assistant Principals, and academic support staff will have a unified vision of assessment of and for learning to support instruction, intervention, and student achievement. Effective use of assessments of and for learning will be evident in all classrooms.

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	years 2023-2024 and 2024-2025.	
11. Implement evidence-based Tier 1 supports for core instruction, Tier 2 and Tier 3 supports for accelerated learning for students who are not performing at grade level, and challenging enrichment supports for students who are in need of enrichment through structures such as: ● Targeted Whole Group ● Differentiated instruction ● Small group instruction ● High-dosage tutoring ● Extended learning	● Identify resources during school year 2023-2024 ● Work with pilot Teachers during the school year 2023-2024. ● Provide professional development opportunities for Teachers during the school year 2024-2025.	All Teachers will have supports that can be used to better support students whether at, below, or above grade level. Teachers have adequate resources to support students whether at, below or above grade level.
12. Provide students with IEPs a differentiated, aligned, and challenging curriculum that facilitates independence in all areas of life and promotes progress toward college-readiness or post-secondary transition goals.	● Embed high use, standards- aligned supports into instructional frameworks and practices for all RLA/SLAR courses by August 2023. ● Conduct program reviews to ensure equitable, challenging instruction that prepares students in literacy for CCMR in: Mainstream, Resource, ECSE, ACE, BSC, by August 2023. ● Conduct a Campus Needs Assessment by December 2023. ● Conduct professional development for implementation alignment by Spring 2024.	All students with IEPs receive a challenging curriculum. Consistent, equitable, and high-quality science instruction for all students with disabilities. Improved student science performance as measured on STAAR/STAAR EOCs.
13. Integrate a set of core cross-curricular strategies to be used by social studies Teachers to support the reinforcement of reading, writing, and content-based language instruction across all social studies courses/subjects.	● Identify research-based, culturally sustaining strategies and routines that enhance literacy in the content areas by the end of school year 23-24. ● Embed strategies and practices in the district content curriculum by August 2024. ● Begin training all content Teachers on the	Students are provided with consistent habits of mind that support critical thinking, reading, and writing in the disciplines. Non-literacy Teachers will be supported by district-wide professional development and coaching in strengthening their use of literacy instruction.

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	practices within the curriculum by August 2024.	
14. Integrate anchor texts to make cross-curricular literacy connections and build background knowledge across all social studies courses/subjects.	● Ensure curriculum resources are in place for prioritized grade levels by August 2024. ● Begin ongoing professional development on resources by August 2024.	Students are provided with opportunities to read, write and think in the disciplines of study. Students' content knowledge is deepened by multiple opportunities to study texts of the discipline across classes. Teachers have strong curricular materials that they use to personalize learning for their students.
15. Embed content-based language instruction strategies and differentiated supports in district social studies curriculum for Emergent Bilingual students at different language proficiency levels in English and Spanish.	● Embed linguistic support into daily social studies lessons, including in formative and summative assessments, beginning in August 2023. ● Write daily social studies lessons in Spanish for dual language social studies courses in grades K-12th grade, including dual credit and AP courses, beginning in August 2023.	Emergent Bilingual students will demonstrate content proficiency in challenging mathematics courses regardless of English proficiency. Increase in the number of emergent bilingual students meeting standards on STAAR/STAAR EOCs. Increase in the number of students earning Performance Acknowledgement in Bilingualism and Biliteracy.

Component III: SAISD cultivates high academic expectations for all students, offering an aligned curriculum, rich in literacy, mathematics, science, and social studies that develops students' ability to read, write, speak, and think critically so that students possess skills that help them fully realize their power to shape the world.
Objective H: Extra-curricular and Co-Curricular - Build a strong foundation for co- and extra-curricular curriculum offerings that engage students in learning anchored in evidence-based practices and that provides authentic opportunities to apply learning in a real-world context and cultivate leadership.

Activity	Timeline	Outcomes

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1. Provide access to quality Co- and Extra-curricular programing at all campuses and increase student participation in: a. Fine Arts K-12 b. Athletic, JROTC, LOTC programming at secondary campuses c. Career and Technical Student Organization (CTSO)	● Create a Fine Arts Advisory Council to evaluate program quality and the needs of Fine Arts, Athletics, JROTC and CTSOs to make recommendations on topics to include but not limited to ○ Program Quality ○ Funding ○ Scheduling ○ Partnerships ○ Programming Alignment ● Conduct a needs assessment for all co- and extra-curricular programs to ensure adequate resources are available expansion by August 2023. ● Seek student input from the advisory councils school year 2023-2024. ● Publish an official list of course offerings by May 2024. ● Collect and publish data associated with programs in a routine report.	Create an official list of course offerings for Fine Arts, Athletics, JROTC, and CTSOs. Increase the percentage of students who graduate. Increase the percentage of students engaged in school. Increase in student attendance. Decrease in student disciplinary incidences. Increase in standardized testing scores. Increase the percentage of students that are College, Career and Military readiness.
2. Establish and expand interest-driven, student-led clubs and organizations that promote enrichment and learning, self-improvement, leadership, community engagement and service.	● Conduct a needs assessment in order to identify the barriers preventing more clubs from being created and sustained ● Use existing advisory councils to develop a policy for establishing student clubs and organizations and expanding them to meet the diverse needs of SAISD students in the school year 2023-2024. ● Seek student input from the Student Advisory Committee school year 2023-2024. ● Publish an official list by May 2024 for implementation August 2024.	Create an official list of student-led clubs and organizations by schools that include but not limited areas like fine arts, STEM, career and technical education student organizations (CTSO), athletics and any other student-led organizations. Increase the percentage of students engaged in school. Increase in student attendance.
3. Monitor the academic and social emotional well-being of students in co- and extra-	● Identify indicators and create reports by June 2023.	Improve students behavior, attendance, and academic outcomes.

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curricular programs and when appropriate, connect students to needed resources.	● Implement sponsor reports by Spring 2024.	Improve sponsors' awareness of students' needs and challenges.
4. Ensure there is a written curriculum for every non-core course approved through the annual Course Convention process.	● Identify the courses that have no formal curriculum in Spring 2023. ● Form teacher curriculum committees to determine evidence-based resources and curriculum using the Curriculum Management Plan by the end of the school year 2023-24. ● Complete curriculum writing in Summer 2024. ● Professional development sessions on the new curriculum will be offered August 2024.	Ensures consistent and high-quality programming across all courses. Ensures vertical alignment among courses. Improves outcomes for students.
5. Align programs in feeder patterns while taking into account specialized schools and programming.	● Create a draft plan by May 2023. ● Develop administrative procedures by December 2023. ● Use existing advisory councils for review by January 2024. ● Implementation of new programming alignment school year 2024-2025.	Ensures that all students are retained within each program's pathway. Ensures continuity of programming for students.
6. Provide support for master scheduling to address access to fine arts, health and physical education, athletics, and JROTC programs.	● Create a draft plan by May 2023. ● Develop administrative procedures by December 2023 to include but not limited to 　○ Reduce avoidable scheduling conflicts. 　○ Increase the number of introductory level courses 　○ Eliminate course stacking ● Use existing advisory councils for review by January 2024. ● Implementation of new guidance school year 2024-2025.	Increase the number of students who have access to programs and are placed in the correct level class according to their skills and abilities. Improves the quality of all programs.

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6. Establish a Kids School Health Advisory Council (KSHAC) as an expansion of the SHAC to develop students as leaders in their health and physical education.	● Create and conduct needs assessment in order to identify the barriers preventing more clubs from being created and sustained ● Use existing advisory councils and to develop a policy for establishing student clubs, organizations, and expanding them to meet the diverse needs of SAISD students in the school year 2023-2024. ● Publish an official list by May 2024 for implementation August 2024.	Create an official list of student-led clubs and community organizations by schools by the health and physical education Increase the percentage of students attendance, engagement, academic performance, and behavior in school
7. Enhance the Physical Education curriculum by creating teacher planning guides and daily lessons that model the foundational principles of the physical education framework, are aligned to grade-level standards, and incorporate a balanced approach to: 　● Whole-Child, School, and community Learning 　● Moderate to vigorous physical activity 　● Structure Physical activity 　● Experiential learning	● Develop a budget, scope, and timeline for writing of district curriculum by June 2023. ● Begin providing daily lessons for selected/prioritized courses by August 2023. ● Begin prioritized, ongoing professional development for all instructional strategies in context of curriculum by August 2023 ● Engage stakeholders in ongoing cycles of review and refinement of lessons.	Students engaged with a curriculum that is reflective of them as learners. Teachers have strong curricular materials that they use to personalize for their students. Equitable instructional material is used so that mobile learners can thrive.
8. Enhance the Health curriculum by creating teacher planning guides and daily lessons that model the foundational principles of the health framework, are aligned to grade-level standards, and incorporate a balanced approach to: 　● Whole-Child, School, and community Learning 　● Nutrition 　● Teen Pregnancy Prevention 　● Mental Health and Wellness	● Develop a budget, scope, and timeline for writing of district curriculum by June 2023. ● Begin providing daily lessons for selected/prioritized courses by August 2023. ● Begin prioritized, ongoing professional development for all instructional strategies in context of curriculum by August 2023 ● Engage stakeholders in ongoing cycles of review and refinement of lessons.	Students engaged with a curriculum that is reflective of them as learners. Teachers have strong curricular materials that they use to personalize for their students. Equitable instructional material is used so that mobile learners can thrive.

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Component III: SAISD cultivates high academic expectations for all students, offering an aligned curriculum, rich in literacy, mathematics, science, and social studies that develops students' ability to read, write, speak, and think critically so that students possess skills that help them fully realize their power to shape the world.		
Objective I: CCMR - Build a rigorous PK-12 curriculum aligned to College, Career, and Military Readiness (CCMR) standards which includes advanced coursework and high-quality career pathways to ensure all students are prepared to succeed in college and postsecondary endeavors.		
Activity	**Timeline**	**Outcomes**
1. Outline, by creating coherent course sequences that align to college and career readiness standards, ensure equitable access for all students to enroll in high-quality advance coursework, and are approved annually through the Course Convention process.	- Establish criteria during the school year 2023-2024. - Establish a timeline for Course Convention by August 2023. - Publish revised process by Course Convention in November 2023. - Implement course convention process school year 2024-2025. - Review and establish resources for the continuity of programming for students.	Defined secondary course convention process based on schools' program focuses (i.e.International Baccalaureate, Pathways in Technology, Early College High Schools, CAST Schools, Dual Language, charter school partnerships). Ensures all students have access to similar high-quality course offerings. Ensures continuity of programming for students.
2. Bolster access and improvement in students in initial high school level courses in middle and high school.	- Collect data, develop reporting, and integrate in the CCMR reporting systems for campuses to monitor interim indicators and outcomes of students in initial credit courses for high school credit in grades 8th-10th. - Set improvement goals by courses, campus and as a district, along with student groups - Connect the goals to the annual CCMR board goals set annually by the school district.	Increase the number of students taking initial credit courses that obtain credit and on track by 9th and 10th grade Increase the number of students that are CCMR by graduation Increase access for more students to advanced course work and pathways
3. Establish vertical alignment of student expectations and experiences to support the	Develop honors level curriculum for middle school and 9th/10th grade courses with clear	Students who take the AP exam earn a qualifying score.

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implementation and outcomes of Advanced Placement (AP) courses at the secondary level.	articulation of skills and content to support AP courses by May 2027. ● Host AP Summer Institutes, annually beginning June 2025. ● Partner with College Board consultants and SAISD Teachers to write district level curriculum modeled after current curriculum resources for all AP subjects completed by May 2028. ● Participate in the College Board Mentoring program for Teachers who are in years 1-3 of teaching the course by May 2025. ● Laying the Foundation training and curriculum implementation for every MS and 9th/10th grade teacher by January 2028.	SAISD scholars enter college with more credits, leading to less debt and greater opportunity to persist through completion of postsecondary endeavors.
4. Refine student recruitment and support protocols for dual credit students.	● Evaluate current student support strategies (Summer Bridges, Test Prep, support Teachers, AVID classes, college advising) for efficiency and efficacy by July 2023. ● Develop protocols by December 2023. ● Engage community stakeholders to determine how to market these opportunities to students and families by December 2023. ● Host workshops and family engagement opportunities to tour ECHS & P-TECH schools to support middle grade student exploration by April 2024.	Increase in the number of students graduating with a degree through ECHS or P-TECH programs. Increase in the number of students graduating with Level I Certification (DC program of study). Increase in the number of students graduating with 9 or more hours of dual credit. Increase in the number of students obtaining C or higher in dual credit. Increase in enrollment in PTECH and ECHS programs. Increase in CCMR outcome-based bonus funding.
5. Implement a plan to increase access for all students to attain 9 hours of transferable dual credit.	● Review school dual credit plans for 2023-2024 with a lens for equity of access for all students and for high degree and/or program of study applicability by May 2023.	Exceed 50% of students graduate with 9+ hours of dual credit.

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	● CCMR Department and Advanced Academics develop training materials for family engagement by March 2023 ● Require family engagement sessions at schools by April 2023 and November 2023.	Underserved student groups demonstrate an increase in dual credit attainment.
6. Partner with Contigo (national expert on CCMR) to refine CCMR data tracking to ● Reduce the turnaround for data reports related to CCMR ● Improve CCMR guidance and counseling related to course and certification sequences ● Create annual, student-specific reports for families that inform them of their child's college readiness each year from pre-K through grade 12.	● Phase I - Review systems, data collection and reports to develop scope of work by May 2023. ● Phase II - Implement scope of work to improve CCMR advising and counseling supports school year 2023 - 2024. ● Phase III - Refine model based on accountability changes by May 2025.	Improved student-centered counseling and guidance within the state domains of academic, college, career, and military readiness. Improved real-time data reports and information for schools. Improved reporting of college and career readiness information provided for students and families. Improved CCMR outcomes for students.
7. Define standards for counselors and other school personnel to meet high expectations in postsecondary planning and attainment for all students including those who have been historically underserved (e.g. Emerging Bilingual students, students with IEPs) by looking holistically at all indicators including grades, aspirations, and teacher recommendations for placement in advanced courses, internships, and other college ready experiences.	● Create a plan for counselors and school staff to mentor, monitor, and guide families to navigate graduation policies, and transition into post-secondary goals of work, trade school, or college by August 2023. ● Monitor and intervene to improve completion of steps to postsecondary entry using SchooLinks by providing quarterly reports to be monitored in October, January, April and June of each year.	Increase in students with IEPs and Emergent Bilingual students graduating college and career ready in alignment with state standards. Increase in CCMR outcome-based bonus funding. Improved CCMR outcomes for students.
8. Ensure that all students with a home language of Spanish have access to advanced Spanish coursework at the middle school level, culminating with AP Spanish at the 8th	● Counselors and LPAC Coordinators review lists of students at 7th grade for Languages Other Than English (LOTE) placement assessment for 8th grade AP Spanish January	Increase in emergent bilingual students graduating college and career ready in alignment with state standards.

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grade level in preparation to earn the Texas Seal of Bilingualism and Biliteracy in high school.	of each year. ● LOTE Placement assessment by February of each year. ● 8th grade students who have taken AP Spanish are tracked into HS upper level Spanish courses by November of each year. ● Students on track are monitored for completion of the Texas Seal of Bilingual and Biliteracy completion by May of each year.	Underserved student groups demonstrate an increase in dual credit attainment.

9. Broaden the use of Advancement Via Individual Determination (AVID) strategies and AVID schools to support rigorous coursework and postsecondary opportunities.	● All traditional middle schools have AVID and AVID Excel (Lowell, Rhodes, Taffolla, and Rogers) by December 2026.
	● Strategically place AVID programs at schools within feeder patterns by December 2026.
	● Increase from 30 to 50 AVID schools across the district in 5 years by May 2028.
	● Implement AVID strategies at all campuses by May 2024.
	● Increase AVID training by providing Path opportunities for the following areas by June 2024:
	   ○ Math
	   ○ Science
	   ○ Social Studies
	   ○ Disciplinary Reading & Writing
	● Academic Language and Literacy
	● Focus on training first- and second-year Teachers as part of their support, annually
		Increase in the number of AVID scholars enrolling and successfully completing at least one advanced course, to include any course exam (AP/IB/DC).

10. Improve reporting to schools to increase the number of students who take and complete a program of study in Career and Technical Education and obtain an industry-based certification by graduation to meet career readiness standards.	● Develop reports based on counselor feedback to assist in supporting students by August 2023. ● Adapt reporting based on accountability changes annually by August.	Increase in students graduating career ready in alignment with state standards. Increase in CCMR outcome-based bonus funding.

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11. Establish vertical alignment of student expectations and experiences to support the implementation and outcomes of International Baccalaureate (IB) Diploma Programme courses.	• Develop honors level curriculum for MYP year 1-5 (grades 6-10) courses with clear articulation of ATL skills and content to support the transition to IB Diploma Programmer courses by May 2025. • Support IB Diploma Programme teachers in writing curriculum based on IB resources for all IB Diploma Programme courses completed by May 2026. • Host IB summer training via the Texas IB Schools organization, annually beginning June 2024. • Use Enquiry Upon Results (EUR) to support data analysis of the IB exam outcomes by June 2026. • Heads of Schools, IB Programme Coordinators and teachers apply to the IB Educator Network (IBEN) after 3+ years of experience in an IB programme by May 2025.	Students who take IB exams earn a mark of 4+ Students pursuing the IB Diploma earn a qualifying score of 24 points. Improved CCMR outcomes for students. SAISD scholars enter college with more credits, leading to less debt and greater opportunity to persist through completion of postsecondary endeavors.

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Objective J: CCMR for Special Education Students - Create intensive support systems that ensure students with disabilities have equitable access and support to succeed in advanced coursework and high-quality career pathways so that they succeed in college and postsecondary endeavors.	

Activity	Timeline	Outcomes
1. Design and implement a plan for college readiness for students with disabilities: • Defines college and career readiness for students with disabilities • Sets high expectations, aspirations, and clear goals	• Enlist the support of the Special Education Advisory Council to create a draft plan by December 2023. • Publish plan by January 2024. • Create a plan for counselors and school staff to mentor, monitor, and guide families to	Increase in students with IEPs and Emergent Bilingual students accessing post secondary options. Increase in CCMR outcome-based bonus funding from TEA.

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for students with disabilities ● Creates clear and transparent post-secondary options for students and families ● Ensures multiple pathways to college and careers for students with disabilities ● Improves alignment of pre-K–12 and Postsecondary Education ● Deepens connections among pre-K–12 and other systems that provide supports to students with disabilities ● Improves access to guidance, counseling, and transition services.	navigate graduation policies, and transition into post-secondary goals of certification, trade school, or college by May 2024.	Improved CCMR outcomes for students with disabilities. Adoption of data-informed practices that better support all SAISD students.
2. Define standards for counselors and other school personnel to meet high expectations in postsecondary planning and attainment for all students including those who have been historically underserved (e.g. Emerging Bilingual students, students with IEPs) by looking holistically at all indicators including grades, aspirations, and teacher recommendations for placement in advanced courses, internships, and other college ready experiences.	● Create a plan for counselors and school staff to mentor, monitor, and guide families to navigate graduation policies, and transition into post-secondary goals of work, trade school, or college by August 2023. ● Monitor and intervene to improve completion of steps to postsecondary entry using SchooLinks by providing quarterly reports to be monitored in October, January, April and June of each year.	Increase in students with IEPs and emergent bilingual students accessing post secondary options. Increase in CCMR outcome-based bonus funding from TEA. Improved CCMR outcomes for students with disabilities. Adoption of data-informed practices that better support all SAISD students.
3. Conduct an audit of Special Education Services to improve all services, including evaluation of students for services and the assessment of students identified as special education.	● Contract with the Council of Great City Schools to convene a Strategic Support Team of experts to conduct an audit of all program components and budgets by Spring 2023. ● Review audit findings with the SPED Advisory Council by July 2023.	Clear programmatic evidence of areas for reinforcement and refinement. Recommendations for improvement based on established criteria.

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	● Implement Phase 1 changes by August 2023. ● Complete all phases by June 2025.	

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Objective K: CCMR for Middle Years - Build a rigorous PK-12 curriculum aligned to College, Career, and Military Readiness (CCMR) standards that incorporates intensive guidance and counseling for students in middle years, grades 4 through 8.

Activity	Timeline	Outcomes
1. Implement a defined plan to increase college awareness and readiness for middle years (grades 4 through 8) that: ● Outlines a vertically articulated course of study and related experiences ● Expands opportunities to engage students in areas of college and careers, STEAM, and other enrichment opportunities that prepare them for high school ● Provides planning tools/structures to support college and career exploration, including: ○ Flexible schedules ○ Distance learning ○ College tours	● Work through advisory councils to create a defined plan specific to each grade level by May 2023. ● Publish a draft plan May 2023. ● Provide professional development beginning June 2023. ● Implementation school year 2023-2024.	Students transition to high school on track for post secondary choices beyond graduation. Increase in the number of students graduating from high school CCMR ready. Increase in the number of students attending their best fit, best match college/university.
2. Develop strategies to engage middle years students by: ● Expanding district-wide	● Use existing advisory councils to create a defined plan specific to each grade level by May 2024.	Students and families are better prepared for decisions that accompany the transition from high school to college and/or career.

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Science, Technology, Engineering, Arts, and Mathematics (STEAM) events ● Expanding access to advanced courses ● Increasing opportunities for mentorship ● Offering a wide range of service projects ● Embed leadership-building initiatives ● Incorporate college and career exploration strategies.	● Publish a draft plan by May 2024. ● Provide professional development beginning June 2024. ● Implementation for school year 2024-2025.	
3. Invest in Teachers and staff by: ● Creating Middle Years (MY) Success Leadership Academies for Teachers ● Providing professional development in project-based learning ● Designing an SEL toolkit that builds workforce readiness skills.	● Use existing advisory councils to create a defined plan specific to each grade level by May 2024. ● Publish a draft plan by May 2024. ● Provide professional development beginning June 2024. ● Implementation for school year 2024-2025.	Teachers are better prepared and supported to provide college and career readiness counseling to students.
4. Design and publish tools for counselors that support college readiness and student leadership, including, but not limited to: ● Creating a transition advising toolkit ● Establishing mentoring programs to help support transitions ● Implementing Peer Assistance Leadership and Service (PALS) programs across schools	● Use existing advisory councils to create a defined plan specific to each grade level by May 2024. ● Publish a draft plan by May 2024. ● Provide professional development beginning June 2024. ● Implementation for school year 2024-2025.	Counselors are better prepared and supported to provide college and career readiness counseling to students. Students will have access to a program that can support them in leadership development.
5. Design and publish a dedicated family engagement plan at each school that includes ● Creating a MY Success Family University program that provides	● Use existing advisory councils to create a defined plan specific to each grade level by May 2025. ● Publish a draft plan by May 2025.	Students and families are better prepared for decisions that accompany the transition from high school to college and/or career.

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families with tools to prepare their students for high school and postsecondary futures ● Hosting family-student events, such as college tours ● Expanding the *platicá* model for family engagement	● Provide professional development beginning June 2025. ● Implementation starting with the 2025-2026 school year.	

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Objective L: College Readiness Measures - Ensure all students meet college and career ready metrics.		
Activity	**Timeline**	**Outcomes**
1. Refine protocols and strategies for identifying, monitoring, and intervening with students who have not met CCMR indicators.	● Use existing advisory councils to create suggested protocols and strategies by May 2023. ● Design support structures for each CCMR accountability category by August 2023. ● Publish the draft by December 2023. ● Implement January 2024.	Increase the number of college-ready students by graduation.
2. Add explicit college-ready lessons and assessment practices into the curriculum beginning in grade 6 that target improved outcomes on P/SAT, SAT, ACT, and TSIA assessments.	● Embedded in curriculum pre-K-12 by Spring 2024.	Increase the percentage of student college readiness at each grade level in high school.
3. Implement Texas Success Initiative Assessment (TSIA) test preparation academies beginning at 8th grade to support them with this college readiness assessment.	● Develop budget for Summer programming May 2023. ● Design curriculum by December 2023. ● Identify Teachers and conduct professional development beginning in January 2024.	Increase the number of students who can access Dual Credit courses. Increase the number of college-ready students by graduation.

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	- Begin school-based academies in February 2024. - Conduct summer academies in June and July of each year.	Improved college and career readiness outcome-based funding.
4. Develop TSIA testing protocols that require a minimum of 8 hours of test prep or interventions before testing.	- Develop protocols and monitoring systems-March 2023. - Provide TSI intervention materials where possible and appropriate by May 2023. - Implement by June 2023.	Improved success rate for testers. Increase the number of college-ready students by graduation. Reduce cost of testing vouchers.
5. Create a system of school-level academic and physical fitness supports for students that want to enlist in the military after graduation to ensure they are well prepared for the Armed Services Vocational Aptitude Battery (ASVAB) and physical fitness entrance requirements.	- Establish criteria and data tracking system for students who identify by 9th grade or later that they want to join the military by May 2023. - Establish metrics and an evaluation process to monitor outcomes for this student group June 2023. - Establish a process to allow SAISD departments to provide academic and physical fitness support for military going students to meet entrance requirements by June 2023.	Increase in the number of students academically prepared for the ASVAB military entrance requirement. Increase in the number of students physically fit to meet entrance requirements. Increase in CCMR outcome-based funding received by the district, based on students that enlist in the military.

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Objective M: Work-based Learning and Internships - Provide authentic, real-world learning experience that support College, Career, and Military Readiness (CCMR) and provide economic opportunity for students.	

Activity	Timeline	Outcomes
	Establish criteria and a data tracking system	

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1. Create an integrated Work-based Learning (WBL) plan for each high school by grade level for all student groups.	by Spring 2023. ● Establish a system that allows SAISD departments to provide internships for SAISD students by August 2023. ● Establish industry and community partnerships to expand WBL opportunities by January 2024.	100% of students will have access to WBL experiences in high school.
2. Design a WBL program that will allow all student to gain authentic workforce knowledge and experience prior to graduation that includes: ● A baseline of current successful WBL activities and partnerships ● Dedicated WBL employer, industry, and community partnerships by school ● A new WBL Data Management system that contains, monitors, and tracks specific WBL data by school, program, student group, grade level, and partner ● Tracks student WBL and employment data after graduation	● Establish program criteria by May 2023 that includes academic and attendance incentives. ● Establish a system that allows SAISD departments to provide internships for SAISD students by August 2023. ● Establish industry, union and community partnerships to expand WBL, and apprenticeship opportunities by January 2024.	Students will have multiple WBL experiences before graduation. Students will be better prepared to enter college and the workforce. Increase the number of students participating in apprenticeships. Increase the number of students receiving industry based certifications.
3. Create a repository for WBL portfolios that demonstrate each student's WBL Activities over the four years that includes: ● WBL targeted knowledge and skills attainment ● Resumes ● Student WBL artifacts	● Establish criteria and a data tracking system by Spring 2023. ● Establish a system that allows SAISD departments to provide internships for SAISD students by August 2023. ● Establish industry and community partnerships to expand WBL opportunities by January 2024.	Graduates will have a well-developed portfolio that highlights their knowledge, skills, and experiences. Students will be well-positioned to secure employment after high school.

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Objective N: Year-round Learning - Provide opportunities and resources for students and families to engage in learning 365 days.		
Activity	**Timeline**	**Outcomes**
1. Expand student home libraries with culturally sustaining, diverse, and high-interest texts in families' home languages to ensure students have access to high-interest text during school breaks to support 365-day learning.	● Conduct a needs assessment by May 2023. ● Order and commence delivery of materials by January 2024 ● Embed strategies into professional development school year 2023-2024. ● Develop ongoing training program and resources for families through Family Engagement services. ● A survey that measures family feedback on materials and training offered will be developed by May 2023. ● Measurement of effectiveness will be measured on BOY survey data and BOY MAP will be conducted annually by December of each year.	Students are provided with additional opportunities to practice reading. Building at-home libraries to provide students with opportunities to interact with text multiple times.
2. Implement specialized Summer learning programming grounded in foundational literacy in the home language for recent immigrants who are speakers of languages other than Spanish.	● Design a program by April 2023. ● Conduct professional development for Teachers May 2023. ● Develop ongoing training program and resources for families through Family Engagement services. ● A survey that measures family feedback on materials and training offered will be developed by May 2023.	Recent immigrant students will have additional opportunities for extended learning to ensure they are on track when the school year begins.

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	● Measurement of effectiveness will be measured on BOY survey data and BOY MAP will be conducted annually by December of each year.	

3. Develop sets of high-interest literacy activities accompanied with culturally sustaining texts to distribute to students and families during all school breaks to support 365-day learning.	● Develop a budget, scope, and timeline for purchasing texts and creating literacy activities for the school year 2023-2024 by May 2023.
	● Ensure texts and activities are ready for home use during
	    ● Thanksgiving Break in November 2023
	    ● Winter Break in December 2023
	    ● Spring break in March 2024
	    ● Summer break by May 2024
	● Develop ongoing training program and resources for families through Family Engagement services.
		Students have reliable opportunities for literacy throughout the calendar year.
		
		Families have literacy resources for their students that they may adapt to integrate into their home lives.

4. Develop sets of high-interest mathematics activities accompanied with manipulatives to distribute to students and families during school breaks to support 365-day learning.	● Develop a budget, scope, and timeline for purchasing manipulatives and resources and creating mathematical tasks for school year 2023-2024 by May 2023.
	● Ensure manipulatives and tasks are ready for home use during
	    ● Thanksgiving Break in November 2023
	    ● Winter Break in December 2023
	    ● Spring break in March 2024
	    ● Summer break by May 2024
		Students have reliable opportunities for mathematics experiences throughout the calendar year.
		
		Families have mathematics resources for their students that they may adapt to integrate into their home lives.

5. Implement specialized STEAM Summer learning programming for Kindergarten-3rd grade students that accelerates learning of	● Develop curriculum and professional development for school year 2023-2024 ● Implement Summer programming by June 2024.	Increase the percentage of students in early grades participating in STEAM.

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foundational mathematical and literacy skills.	● Implement a transportation plan to aid in student participation by Spring 2023. ● Implement and develop an incentive plan to assist in consistent student attendance.	Increase the percentage of students participating in Summer programming to accelerate learning.
6. Establish district criteria for Summer enrichment programs that ensure equitable access across the District in ethnic studies,STEAM, Fine Arts, Dual Language, ESL, Athletics, Career and Technical Education and College Readiness programs that encourage engagement, leadership and learning.	● Use existing advisory councils to develop criteria by August 2023. ● Develop a budget for Summer programming by January 2024. ● Implement Summer programming by June 2024.	Increase the percentage of students participating in engaging in STEAM, Fine Arts, Dual Language, ESL, Athletics, and CTE. Increase the percentage of students participating in Summer programming to accelerate learning.
7. Implement a plan for summer transition academy for incoming 6th and 9th graders.	● Develop in collaboration with campuses, the common guidelines/practices for the foundational district transition program that all students will experience by the school year 2023-2024. ● use existing advisory councils to improve strategies and implement transition planning by August 2024.	The guidelines will acknowledge that each campus has a unique culture and allow individual schools to adopt the program to meet the needs of their local community. Improved retention during transitions from one grade level to next when changing schools. Improved SEL results from year to year with these grade levels. Improved family feedback around school transition for these grade levels.

Component IV: Nurturing Social and Emotional Environments

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Component IV: SAISD is committed to the social, emotional, and academic development (SEAD) of the whole child through the integration of SEAD into the educational experience in support of positive outcomes for students.		
Objective A: Educate all students in healthy, safe, supportive, nurturing and enriching environments in every school and classroom.		
Activity	**Timeline**	**Outcomes**
1. Establish practices, activities, and structures that create opportunities at school that lead to a sense of belonging for all students.	● Use the District Student Advisory Council to understand students' sense of belonging, engagement, and solicit students' perspective through multiple forms of engagement (surveys, focus groups, etc.) by June 2023. ● Based on data gathered and student input, develop practices, activities, and structures to measure and improve sense of belonging by August 2023. ● Implement recommendations from task force by December 2023.	Improved sense of belonging. Improved attendance.
2. Determine barriers to African American/Black students' sense of belonging and representation and establish practices, activities, and structures that support African American/Black students specifically.	● Use the Student Advisory Committee to understand students' sense of belonging, engagement, and solicit students' perspective by January 2024. ● Based on data gathered and student input, develop practices, activities, and structures to improve sense of belonging by May 2024. ● Implement recommendations from existing advisory councils by December 2024.	Improved sense of belonging. Improved attendance. Increased student achievement outcomes for African American/Black students. Adoption of data-informed practices that better support all SAISD students. Increased opportunities for students to engage in activities that are reflective of the African American/Black experience.
3. Earn district and campus kindness certifications to increase sense of belonging and overall campus climate.	● Pilot national kindness certification with established criteria by June 2023. ● Incorporate kindness activities into annual	Increased sense of belonging and overall campus climate.

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	plan by June 2023, including: ○ Random Acts of Kindness Week ○ Annual SEAD Showcase	Development of social emotional skills around kindness and empathy. Improved attendance. Decrease in bullying incidents.
4. Establish a district standard for creating schoolwide and classroom management plans based on the principles of positive behavior intervention and support (PBIS) and restorative practices.	● Set standards for the development of schoolwide and classroom management plans which are revised annually by July 2023. ● Set standards for schools to establish common area expectations and classroom rules which are taught or reinforced on a consistent basis beginning August 2023.	Consistent schoolwide and classroom behavior management practices are observed in every space across the school. Campus demonstrates common language, schoolwide rules, and common area expectations.
5. Create micro-learning videos for staff and community via multiple platforms that provide guidance on how to develop a safe, supportive, and nurturing environment. ● Inviting classrooms ● Classroom peace areas ● Peace rooms ● Classroom management ● School climate and culture	● Additional videos added based on specific needs identified annually by July 2023.	Reduction in discipline referrals to office. Increase in graduation rate.
6. Ensure the use of peace areas at every school to keep students who are experiencing heightened emotions included in their classroom community through the use of classroom peace areas.	● Classrooms have peace areas by May 2025.	Students learn and use self-regulation tools. Increase classroom instructional time. Reduction in the number of school fights. Reduction in the number of office discipline referrals.
7. Explore and develop a plan to implement peace rooms at all middle schools	● Use the District Student Advisory Council Committee to gather feedback and recommendations through multiple	Students learn and use self-regulation tools. Increase classroom instructional time.

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	platforms. ● Complete recommended plan, May 2024. ● Develop projected budget, May 2024.	Reduction in the number of school fights. Reduction in the number of office discipline referrals.
8. Restructure health services to ensure that every campus has daily access to a Registered Nurse (RN), Licensed Vocational Nurse (LVN), or health assistant.	● Evaluate the district recruitment and retention plan for nursing staff and determine what adjustments should be made to decrease RN and LVN vacancies by August 2023. ● Evaluate the use of health assistants to temporarily fill vacancies and to fill in for nurses that are absent by August 2023.	There will be no more than 3 RN or LVN vacancies and 0 vacancies each subsequent year. Annually, nurses will not be pulled from campuses to cover nurse absences at other campuses.
9. Respond to influences in the environment that may lead to problematic student behavior or risk to student safety by creating SEL lessons to address them that schools can implement in their classrooms, including topics related to: ● Drugs/vaping ● Cyberbullying ● Social media threats/challenges	● Provide a minimum of one lesson per grading period each school year, with greater frequency to target specific issues as needed beginning March 2023. ● .	Engage a minimum of 200 families in 2023-24 and each subsequent year engage a minimum of 1000 families.

Component IV: SAISD is committed to the social, emotional, and academic development (SEAD) of the whole child through the integration of SEAD into the educational experience in support of positive outcomes for students.	
Objective B: Evaluate all students annually to determine their acquisition and growth of social emotional skills.	

Activity	Timeline	Outcomes
1. Develop a district-wide system for measuring the growth and acquisition of social emotional readiness skills:	● Use the District Student Advisory Council Committee to assess instruments through multiple forms of engagement (surveys, focus	Instrument is selected and funding secured for administration.

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- Identify or develop an instrument with student feedback to determine students' social emotional readiness - Administer the selected measure of social emotional readiness to gain baseline data and determine the District standards for performance - Implement the selected social and emotional readiness measure to determine the percent of students who meet the SAISD Standard for Social and Emotional Readiness - Analyze performance and design a strategic plan to improve areas of social and emotional skills deficit - Implement the social and emotional readiness measure and adjust curriculum, training, and support as needed based on the performance data	groups, etc.) by May 2023. - Identify an instrument by May 2023. - Administer measure to gain baseline data by June 2024. - Analyze performance annually by June. - Adjust curriculum, training, and support annually by August.	Students demonstrate an increase in social and emotional readiness as compared to the previous year.
2. Create a process to inform and educate families of students' emotional readiness as measured by the adopted district-wide system.	- Identify an instrument by May 2023. - Implement by October 2023.	Instrument is selected and funding secured for administration. families receive updates on student progress both academically and socially and emotionally.

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Component IV: SAISD is committed to the social, emotional, and academic development (SEAD) of the whole child through the integration of SEAD into the educational experience in support of positive outcomes for students.

Objective C: Foster social, emotional, and academic development (SEAD) of the whole child using frameworks and instruction such as social emotional learning (SEL) curriculums, restorative practices, and positive behavior intervention and supports (PBIS).

Activity	Timeline	Outcomes
1. Ensure students receive explicit SEL instruction using the Collaborative for Academic, Social, and Emotional Learning (CASEL) SELect curriculum, such as: ● Harmony SEL ● Kindness in the Classroom ● Ruler (campus-funded)	● Establish standards and campus monitoring and accountability protocols by May 2023. ● Use existing advisory councils to receive feedback on draft standards. ● Publish standards and training opportunities by August 2023.	Students demonstrate a 25%% increase over 3 years in social and emotional readiness as compared to the baseline year (in alignment with the Board Goal).
2. Embed SEAD competencies and signature practices into academic instruction across every subject and grade.	● Establish standards and campus monitoring and accountability protocols by May 2023. ● Create resources by July 2023. ● Implement annually beginning August 2023.	Students refine their practical daily application of social emotional skills.
3. Implement a daily check-in with students on their social emotional well-being using a comprehensive tool.	● Provide professional development beginning June 2023. ● Implement during the school year 2023-2024. ● Annually three to five times per week during the school year	Students learn and use self-regulation tools. Students reflect and communicate feelings and needs to others.
4. Implement SEL, restorative practices, and/or PBIS authentically throughout every day in every space.	● Establish standards and campus monitoring and accountability protocols by May 2023. ● Provide professional development beginning June 2023. ● Implement during the school year 2023-2024. ● Tiered Fidelity Inventory (TFI) is completed annually by May.	SEL, restorative practice and PBIS common language and practices are embedded throughout the school day. Campus performance on the Tiered Fidelity Inventory meets 70% or higher for restorative practice and/or PBIS.

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Component IV: SAISD is committed to the social, emotional, and academic development (SEAD) of the whole child through the integration of SEAD into the educational experience in support of positive outcomes for students.	
Objective D: Implement a comprehensive, equitable, and positive school climate and culture plan at all schools.	

Activity	Timeline	Outcomes
1. Ensure schools have a written comprehensive culture and climate plan that includes: • Student voice • Social Emotional Learning • Restorative Practices • Cultural awareness • Rituals and routines • Transitions • Leadership and agency • Growth mindset • Schoolwide rules and common area expectations • Classroom management plans • Safety and threat assessment	• District staff create standards with stakeholder input by October 2023. • Use existing advisory councils to review standards by October 2023. • Campus Leadership Teams (CLT) design campus plans by August 2024 • Staff is trained on plan annually as part of the Campus Improvement Plan by the first day of school each subsequent year.	Increase in positive school climate. Improved student and staff attendance. Decrease of office discipline referrals. Students learn and use self-regulation tools.
2. Solicit feedback from students in grades 3-12 on their perceptions of school safety, sense of belonging, teacher-student relationships, equity at school, and students' skills across social awareness and self-management.	• Select a tool for soliciting feedback by May 2023. • Administer annually by May.	Increase of student perceptions of SEL skills and school climate by 25% over 3 years as compared to the baseline year and maintain thereafter.
3. Design and adopt a campus plan that provides clear guidance on the use of instructive and restorative disciplinary procedures.	• Establish criteria with stakeholder input and align to the Campus Improvement Planning process by August of each year. • Approve campus plans annually to coincide with the approval of the Campus Improvement Plan by November.	Consistent implementation of instructive and restorative disciplinary procedures is observed across each campus during walkthroughs.

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4. Implement the student code of conduct with fidelity and ensure that responses to misbehavior are designed to lead to improved student outcomes by aligning to restorative practices.	● Provide professional development during the annual Safety Conference by June 2023.	Decrease of 10% of Level I and II office discipline referrals annually until referrals reach 50% of the 2022-2023 baseline year.
5. Ensure administrators are knowledgeable about disproportionate use of exclusionary disciplinary practices (such as suspension and expulsion) as it relates to gender, race or ethnicity, and special education status, and ensure that no population of students receives disproportionately more in-school or out-of-school suspension.	● Establish standards and campus monitoring and accountability protocols by May 2023. ● Provide professional development in disproportionate use of exclusionary disciplinary practices by July 2023.	Decrease disproportionate use of in-school (ISS) and out-of-school (OSS) suspension. Reduce disproportionate use of exclusionary discipline for special education and African American/Black students.
6. Configure the SAISD My Dashboard to include discipline data that is in real time. Analyze the following data points to determine district trends and inform decision-making. Publish a summary report for each campus with the following data points: ● Discipline ● Disproportion ● Fidelity inventories (PBIS, RP, SEL) ● Daily wellness check-in ● Threat Assessment ● Attendance	● Dashboard configured by May 2023 ● Summary report completed annually by July.	Decrease in disproportionate use, and overall use, of exclusionary discipline practices. Increased fidelity to SEAD frameworks. Increased school and district leadership knowledge of campus and student trends.

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Our Employees: Our Strength

Our commitment is to make San Antonio ISD a destination school district where educators and support staff come to perfect their skills.

Component V: Attract and retain a staff committed to our families' dreams for their children

Component V: SAISD will be a sought after, rewarding place to work where our employees come and stay to perfect their craft as educators, school and district staff, and leaders.		
Objective A: SAISD creates a teacher pipeline that ensures the district is able to recruit and retain highly skilled Teachers in every classroom within SAISD.		
Activity	**Timeline**	**Outcomes**
1. Expand in-district opportunities (CTE P-Tech) that provide SAISD students a pathway from high school to teacher certification.	● First cohort begins Fall 2023. ● First graduating class to be given offer letters for future employment as Teachers expected Spring 2028. ● First certified thriving Teachers returning to the district expected Fall 2031. ● Identify a group of male teachers as role models by December 2023. ● Maintain contact with this cohort in order to ensure focus on SAISD graduates.	SAISD will create a readily available, healthy pool of future Teachers with ties to the district and community with a focus on men and teachers of color. SAISD will increase the number of high-quality teacher applicants annually. SAISD will focus on creating a pool of internal/local employees.
2. Expand out-of-state college and university partnership in a region that has a teacher surplus.	● Beginning in 2023-24, research and develop relationships with potential colleges and universities. ● Develop the partnership plan with one or more colleges and universities during 2024-25. ● First cohort of Student Teachers beginning Fall 2025.	SAISD will create a readily available, healthy pool of future Teachers. SAISD will increase the number of high-quality teacher applicants annually. Increase the diversity of Teachers within the district that more accurately reflects our students., while respecting the internal applicants that exist within SAISD.

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Component V: SAISD will be a sought after, rewarding place to work where our employees come and stay to perfect their craft as educators, school and district staff, and leaders.		
Objective B: SAISD creates a non-teaching employee pipeline that ensures the district is able to recruit and retain highly skilled employees within every division within SAISD.		
Activity	**Timeline**	**Outcomes**
1. Create an in-house pipeline, including work study and paid internships, that provides a pathway from high school to skilled trade and/or non-instructional positions for SAISD alumni.	• • Conduct an inventory of current jobs. • Study different methods to aggressively and intentionally recruit and retain highly qualified teachers to support this pipeline. • Refine and expand student and adult access to current career and skills programs (Phoenix, PTECH, adult education) to align to skill trade needs • Develop work-based learning internship and apprenticeship opportunities for juniors and seniors and adults.	SAISD will create a readily available, healthy pool of future auxiliary employees with ties to the district and community. SAISD will increase the number of high-quality auxiliary applicants annually. School community will create a positive sense of pride knowing that internal applicants have the ability to rise and be promoted.
2. Partner with one or more universities to develop partnerships to identify, educate, and train specialized staff, such as speech language pathologists, licensed specialists in school psychology, counselors, librarians, etc.	• Beginning in 2023-24, research and develop relationships with potential colleges/universities. • Develop the partnership plan with one or more colleges/ universities during 2024-2025. • First cohort of master's degree students beginning Fall 2025.	SAISD will create a readily available, healthy pool of future specialized non-instructional professionals. SAISD will increase the number of high-quality non-instructional professional applicants annually. SAISD will focus on local universities and partnerships in order to focus on internal/local talent.
3. Re-imagine the district's leadership development pipelines, including Aspiring Principals, Aspiring Assistant Principals, and Aspiring Instructional Leaders.	• Beginning in Spring 2023, review the current curriculum and update to reflect the current leadership needs of the district. • First cohort beginning in Fall 2023.	SAISD will create a readily available, healthy pool of campus and district leaders. An effort will be made for At least 50% of the district's

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		new Principals, Assistant Principals, Instructional Coaches, and Specialists will be hired from the pool of candidates, who complete the applicable leadership development pipeline. SAISD will reduce the turnover rate of campus leadership to 10% or less annually by Fall 2026.
4. Create an in-house pipeline that provides a pathway for employees in ALL areas of SAISD for job progression within their current position and/or within the District.	● Conduct an inventory of current jobs and pathways available by end of year 2023. ● Evaluate and modify pathways based upon the inventory, as needed, by ● Implement a process to fill the gaps by ● Assess process on an annual basis.	Increase the job progression opportunities for employees in ALL areas of SAISD Establish a job progression process for employees in ALL areas of SAISD designed to increase retention of highly skilled employees.

Component V: SAISD will be a sought after, rewarding place to work where our employees come and stay to perfect their craft as educators, school and district staff, and leaders.		
Objective C: SAISD creates a streamlined system that ensures efficiency and seamless communication with all facets of recruitment, hiring, and onboarding processes.		
Activity	**Timeline**	**Outcomes**
1. Conduct professional development for all Human Capital Management (HCM) staff surrounding core HCM competencies: Recruiting & Staffing, Employee Relations & Support, Compensation, Benefits, Policies & Procedures, Continuous Improvement, and Systems & Strategies.	● Begin in-house training Spring 2023. ● Offer at regular intervals throughout upcoming school years. ● Offer opportunities for human relations certifications beginning in Fall 2025. ● Focus on creating opportunities for internal advancement: i.e. campus to central administration.	Satisfaction of employees will improve as indicated on the surveys and through personal interactions. Empower HCM staff to share, collaborate, and present sessions to strengthen high-level skills for all employees.
2. Develop and conduct regular real-time Customer Service Surveys to collect feedback	● Real-time survey implementation beginning Spring 2023.	90% of respondents will indicate a favorable experience with the department.

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on key performance metrics.	● Develop real-time survey metrics (dashboard) beginning Spring 2023. ● Use metrics in development of department goals beginning in Fall 2023 and beyond.	
3. Conduct professional development for campus/district-based administrators and other school-based staff in using HCM systems using the core HCM competencies listed in V.C.1 above.	● Beginning Fall 2023 ● Ongoing to support needs of campus/district leaders ● Focus learning on career development, best practices and problem-solving.	All campus/district leaders implement best practices in coaching staff. All SAISD leaders operate with consistent, like practices and fundamental patterns of response.
4. Conduct ongoing reviews of HCM internal processes and revise processes, as needed, to allow for the collection and maintenance of centrally maintained data and to enhance the district's end-user experience.	● Beginning Spring 2023 ● Ongoing to support process revisions ● Seek guidance from Principal Advisory Council on ways to improve, beginning Spring 2023.	Data accuracy and systems are all seamlessly integrated. An ongoing audit of existing data to validate accuracy.
5. Develop and maintain a hiring process that is streamlined and maintains constant communications with newly hired personnel, regardless of employee start date.	● Beginning Spring 2023 ● Ongoing to support the district's onboarding process	All employees are effectively onboarded and have all the necessary rights and credentials on day one of their employment
6. Develop and define processes, practices and procedures that make 'customer service' part of the fabric of SAISD operations.	● Beginning Spring 2023 ● Ongoing to support the the needs of the district's staff	Develop automated system templates to provide updates to staff when system changes are made. 90 percent of all district staff will provide a favorable response on the district satisfaction survey.
7. Develop a communications model that provides visibility in availability of services, systems and applications which provides alerts and provides current status information to staff.	● Beginning Spring 2023 ● Ongoing to support system changes and needs	Staff requests to the district office will be reduced by 50 percent. Communications will be streamlined to achieve efficiency and optimize productivity.

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Component V: SAISD will be a sought after, rewarding place to work where our employees come and stay to perfect their craft as educators, school and district staff, and leaders.	
Objective D: SAISD develops a retention model that sets the district apart from other urban school districts and ensures the district provides ongoing growth opportunities and career advancement.	

Activity	Timeline	Outcomes
1. Convene a Compensation Task Force to establish long term, sustainable strategic objectives that aligns pre-service and in-service career development opportunities with monetary and non-monetary incentives that will attract, reward and retain the best employees in ALL areas of San Antonio ISD. ○ Employ the profiles of thriving students, employees and schools described in Section I.A above ○ Take into account the work done to date to implement performance-based compensation structure for Teachers (Master Teacher Initiative 3.0) in order to recruit and retain highly-effective Teachers ○ Review the work done to date to create a performance-based compensation structure for campus administrators (Master Principal Initiative) in order to recruit and retain highly-effective campus leaders	● Convene the Compensation Task Force by May 2023. ● Complete the Strategic Compensation Objectives by January 2024. ● Begin implementing compensation initiatives in pursuit of the Strategic Compensation Objectives as early as Spring 2024. ● Create partnership with The Council for Greater City Schools (CGCS) in order to understand modern practices and implement new strategies for success.	Objectives to guide the development and implementation of sustainable, strategic compensation district compensation initiatives that demonstrate the values of the district. Alignment between employee development initiatives and employee compensation, including monetary and nonmonetary incentives. Increased employee satisfaction and retention. Lower number of employee separations by a significant margin.
2. Create a service support system for all employees to address concerns with social-emotional wellness: to include possible Leave options under DEC (LOCAL) such as, FMLA, Other School Business or Intermittent Leave	● Beginning Spring 2023 ● Ongoing to support needs of employees	Increased positive response to employee satisfaction surveys relating to Human Capital Management systemic responsibilities.

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Component VI: Develop Equity-Centered Leaders

Component VI: SAISD is a destination district where all members of the SAISD *familia* come and stay to cultivate their knowledge, skills, and abilities to provide exemplary, equity-centered leadership that is results-oriented with an unwavering belief in the ability of every child to achieve at high levels.		
Objective A: Redefine how staff view leadership to ensure that every employee in every department and school see themselves as leaders and have access to a comprehensive leadership development pathway with supportive mentoring and coaching.		

Activity	Timeline	Outcomes
1. Establish an Equity Advisory Council (EAC) that consists of representatives from across SAISD, including students, families, community members, Teachers, paraprofessionals, administrators and institutions of higher education who are charged with systematically examining district practices and procedures to ensure they are in alignment with the values and beliefs of SAISD.	- Annually evaluate the composition of the Equity Advisory Council to ensure representation from all stakeholders. - Conduct monthly meetings beginning in November 2022. - Engage equity Advisory Council in the development of the SAISD equity-centered leadership *definition.* *Share 'definition' of equity-centered leadership with all stakeholders.* *Establish a communication system to share the work of the Equity Advisory Council with the broader community.*	District decisions are grounded in an equity-centered focus that is informed by a wide range of district and campus stakeholders and students, families, and community members. Equity decisions will inform policy, procedure, and practice.
2. Design and deliver a consistent message that introduces all staff to the SAISD vision of equity-centered leadership.	- Work with consultants to design a training that focuses on understanding the context of San Antonio by August 2023. - Capture video recordings of the Superintendent and Board President by June 2023. - Conduct training for all Central Office supervisors by July 2024. - Support supervisors in personalizing the training for their staff by August 2023. - Implement training modules by September 2023.	Systems will be put in place to ensure that all future SAISD employees are introduced to the district and community in a manner that respects and highlights the rich context of our history. Staff will gain awareness of the district's vision of leadership.

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	● Identify internal staff that can sustain the training beyond 2023.	
3. Develop an onboarding system for all new campus and central office leaders, focused on understanding Board goals, guardrails steeped in equity.	● Develop on-boarding process focused on understanding Board goals, guardrails and equity-focused mission by February 2024. ● Training implementation to begin July 2024..	SAISD leaders will be trained in the SAISD Board goals, guardrails and equity-focused mission.
4. Provide equity training for all supervisors to ensure that leadership is aligned to the district's equity-centered vision and mission that includes: 　● Designing reflective, equity-focused professional development for SAISD leadership 　● Designing a comprehensive, aligned equity-centered pipeline that translates our district's vision into reality 　● Provide mentoring and training 　● Engage in continuous and ongoing leadership development	● Use resources through the Teacher and School Leader Incentive Program grant (TSL) under the Equity-Centered Educator Pipeline Initiative (ECEPI) and the Wallace grant under the Equity-centered Principal Pipeline Initiative (ECPI) to focus on building equity-centered leaders by May 2023. ● Create a catalog of training for the school year 2023-2024. ● Publish the catalog by August 2023, and then annually by May of each school year.	Comprehensive, aligned principal pipelines improve student achievement. Staff will have a clear path to advancement and will be able to monitor their professional development pathway.
5. Produce media artifacts such as videos,, graphic, and guiding documents that capture the evolution of the equity-centered work in SAISD and publish on the district webpage.	● through the Wallace grant by September 2022. ● Begin to produce videos that highlight the equity-focused work of the district by February 2023. ● Develop a communication plan by June 2023.	Staff will receive a consistent message. Staff and the SAISD community will gain awareness of the district's vision of leadership and learn about the evolution of the equity-centered work that is taking place in the district..

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6. Ensure all supervisors have access to mentoring and coaching training.	● Contract with the Coaching University to conduct coaching training through the Summer and throughout the school year by August 2023. ● Create a handbook for mentoring by July 2024 . ● Conduct mentor training by September 2024. ● Provide each Executive Team member a list of trained mentors and coaches on a quarterly basis, beginning October 2024.	Supervisors will implement a consistent mentoring and coaching model as outlined in the handbook. Staff will have access to a trained mentor and coach.
7. Support supervisors in developing leadership pathways for each role.	● Collaborate with Organizational Learning and HCM to create guidance documents and training for supervisors by March 2023. ● Work with supervisors to create leadership pathway training appropriate for their department by April 2024. ● Create professional development Choice Boards for each department by May 2024. ● Publish leadership pathway plans annually in May preceding the school year. ● Conduct Performance Matters training for supervisors through the Summer and throughout the school year by June 2024. ● Set an expectation that all staff register through Performance Matters so that each staff member will have a transcript of their learning by August 2024.	Staff will gain awareness of the district's vision of leadership. Staff will understand the available leadership pathways and opportunities in their departments. Leadership pipelines will improve succession planning in SAISD.
8. Create a system to acknowledge achievements and skill acquisition through badging and micro credentialing.	● Use existing university partnerships with the University of Texas at Austin (UT Austin) and the University of Texas at San Antonio (UTSA) to develop and codify District badging and micro credentialing criteria by December 2023. ● Create criteria for badges and micro	Diverse opportunities for staff to engage in continued professional learning that are codified into badges and micro credentials that can be tracked and acknowledged. Increase in the number of Teachers receiving a well articulated sequence of courses that lead to a university

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	credentials that will ensure coding of metadata for transportability under a university provider by May 2024. ● Identify a repository to award and track badges and micro credentials earned by May 2024 ● Create a communication plan that informs staff about the badging and micro credentialing process and benefits by June 2024.	recognized badge or micro credential that complements the educator's degree and experience.
9. Create leadership pathway milestones that are recognized and acknowledged at an end-of-year ceremony.	● Coordinate date of ceremony by August 2023. ● Publicize the date of the ceremony by January 2024. ● Incorporate this into the new badging and micro-credentialing system and the new leadership pathway system by May 2025.	Staff will be recognized and acknowledged for their commitment to leadership development. Staff will have a clear path to advancement and will be able to monitor their professional development pathway.
1. Re-imagine the district's leadership development pipelines for Aspiring Instructional Leaders and Teachers with an equity focus.	● Beginning in Spring 2023, review the current curriculum and update to reflect the current leadership needs of the district. ● First cohort beginning in Fall 2023.	SAISD will create a readily available, healthy pool of campus and district leaders. SAISD will reduce the turnover rate of campus leadership to 10% or less annually by Fall 2026.

Component VI: SAISD is a destination district where all members of the SAISD *familia* come and stay to cultivate their knowledge, skills, and abilities to provide exemplary, equity-centered leadership that is results-oriented with an unwavering belief in the ability of every child to achieve at high levels.		
Objective B: Ensure a rigorous and evidence-based Principal and Assistant Principal development program aligned to the district's equity-centered mission and vision to ensure strong leadership teams in every school.		
Activity	**Timeline**	**Outcomes**

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1. Create a comprehensive annual leadership development program specific for Principals and Assistant Principals that assists them in developing skills to improve teaching and learning for all students.	● Work with national leadership consultants to design curriculum by March 2023. ● Share curriculum plans with Principals and Assistant Principals and solicit feedback by April 2023. ● Publish school year 2023-2024 curriculum plan by May 2023. ● Implement training modules by July 2023.	Systematic training will lead to coherence and consistency across the district to ensure a skilled leadership team is present in every school. Principals will be better prepared to lead for school improvement and improve teaching and learning. Strong, equity-centered leaders will ensure that student outcomes improve in alignment with Board goals.
2. Leverage support provided through the Wallace grant under the Equity-centered Principal Pipeline Initiative (ECPI) to focus on building equity-centered Principals and Assistant Principals, which includes, but not limited to, the following: ● Community engagement (National Urban League) ● School board engagement (Council of the Great City Schools) ● Review of alignment of current district leadership policies and practices with the definition developed by our district (The Leadership Academy and Bank Street College of Education) ● Learning community meetings (Learning Forward) ● University partner coaches (University of Denver and University of Illinois at Chicago).	● Use consultants provided through the Teacher and School Leader Incentive Program grant (TSL) under the Equity-Centered Educator Pipeline Initiative (ECEPI) and the Wallace grant under the Equity-centered Principal Pipeline Initiative (ECPI) to focus on building equity-centered leaders by May 2023. ● Create similar support for non educator staff members by August 2023.	Comprehensive, aligned principal pipelines improve student achievement. All staff will have a clear path to advancement and will be able to monitor their professional development pathway.
3. Redesign the monthly Professional Learning Network (PLNs) meetings for school Principals and Assistant Principals to ensure a focus on the instructional core. The focus will include,	● Professional development will be conducted in the scheduled monthly PLN meetings, beginning September 2022 and on an ongoing basis	Principals and assistant principals will be provided with regular, structured experiences that will assist in honing

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but not be limited to, the following: ● Conducting Leadership Walks ● Reviewing student work ● Equity-centered leadership		their skills and providing opportunities to learn in collaboration with their peers. All Instructional Superintendent networks will be aligned thus ensuring continuity and focus on the district's mission and values..
4. Build on the Texas Principal Evaluation and Support System (TPESS) process for the collection of artifacts that incorporate equity as a critical component of evaluation and ensure alignment with the profile of a thriving school leader.	● Use the Principal Advisory Council and principal PLN meetings to develop and publish an equity artifact guidance document by August 2023. ● Collaborate with HCM to integrate equity components in Performance Matters by December 2023. ● Train all TPESS appraisers regarding the use and identification of artifacts related to equity-centered leadership by April 2024 . ● Conduct professional development related to the equity artifact guidance document by June 2024 ● Begin implementation August 2024.	All campus leaders will provide evidence of equity-centered actions that meet the definition of a thriving school leader during beginning, middle, and end of year.
5. Principals are provided with equity-centered leadership coaches.	● Develop an equity-centered leadership coaching framework in collaboration with institutions of higher education and nationally recognized organizations by May 2023. ● Co-develop leadership coaching training modules by June 2023. ● Select and train leadership coaches by July 2023. ● Implement a leader coaching model by August 2023.	Leadership coaches will be aligned with the equity-centered district mission and vision. Increase principal equity-centered leadership capacity to improve student achievement.

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6. Redesign the selection process for Principals and Assistant Principals to align with SAISD's equity-centered vision of leadership, which includes evaluating: ● Leadership standards ● Principal preparation programs ● Recruitment, hiring and placement ● Support and evaluation ● The Instructional Superintendent's role ● Leader pathways ● Systems to sustain the work	● Use supports through the Teacher and School Leader Incentive Program grant (TSL) under the Equity-Centered Educator Pipeline Initiative (ECEPI) and the Wallace grant under the Equity-centered Principal Pipeline Initiative (ECPI) to focus on building equity-centered leaders by May 2023. ● Collaborate with institutions of higher education and other high-performing districts across the nation to identify best practices regarding administrator recruitment and selection by January 2023. ● Collaborate with Principals, Executive Cabinet, School Leadership and HCM, to redesign the selection process by March 2023. ● Collaborate with the Office of Innovation and charter school partner leaders on the Principal selection process for charter partner schools by March 2023. ● Publish redesigned selection process by April 2023.	The redesigned selection process will be implemented for Principal and Assistant Principal hiring by May 2023. Improved strategies and processes will ensure that all administrator positions are filled by the start of the school year with no mid-year vacancies. Improved strategies and processes will increase the pool of principal and assistant principal candidates and ensure that all administrator positions are filled with high-capacity, equity-centered leaders. Comprehensive, aligned principal pipelines improve student achievement.
7. Redesign the program of study for aspiring Assistant Principals and Principals aligned to equity-centered leadership.	● Collaborate with university partners and consultants to research the components of effective programs of study for aspiring administrators by March 2023. ● Refine the courses of study and selection process for the aspiring Assistant Principal and Principals by June 2023 ● Communicate program requirements and nomination process to SAISD employees by August 2023 ● Begin implementation September 2023 .	Leaders who have been through the program will achieve improved academic scores that will meet or exceed district and state accountability standards within the first two years.

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8. Collaborate with UT Austin and UTSA to co-develop the master's level Principal preparation program of study at the universities to enhance the alignment with the SAISD leader profiles.	● Co-develop an equity-centered course of study syllabus by May 2023. ● Begin implementation August 2023.	Principal preparation program will prepare participants to lead with an equity-centered focus that meets the needs of SAISD.
9. Support Principal certification candidates enrolled in UT Austin and UTSA programs to provide rich, equity-focused learning experiences that support the requirements of the Performance Assessment for School Leaders (PASL).	● Develop a working understanding of the new requirements for the Performance Assessment for School Leaders (PASL) required for Principal certification by May 2023. ● Map out common, equity-focused experiences that will be provided to all SAISD staff pursuing their Principal certification with UT or UTSA by July 2023. ● Share the standards with incoming *Principal* certification candidates and their campus Principals and implement by August 2023. (Repeat annually.) ● Gather feedback from Principals and Principal certification candidates regarding the program of study and SAISD supports and make adjustments by May 2024.	SAISD will have a structured support system for staff pursuing their Principal certification resulting in the creation of a quality talent pool that aligns with the equity-centered vision and mission of SAISD.

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Component VI: SAISD is a destination district where all members of the SAISD *familia* come and stay to cultivate their knowledge, skills, and abilities to provide exemplary, equity-centered leadership that is results-oriented with an unwavering belief in the ability of every child to achieve at high levels.
Objective C: Partner with institutions of higher education to support the development of equity-centered Instructional Superintendents and academic program supervisors.

Activity	Timeline	Outcomes
1. Instructional Superintendents and academic program supervisors will collaborate with nationally recognized organizations and institutions of higher education to provide professional development for Principal and academic program supervisors specific to equity principles.	● Partner with UTSA to engage SAISD leadership in structured autoethnographic reflections that align with the experiences of students engaged in the Principal certification program by May 2023. ● Partner with UT Austin, UTSA, and other nationally recognized organizations to provide equity-focused professional development for SAISD leadership by August 2023. ● Design a professional development experience for all incoming Instructional Superintendents by February 2024.	Instructional Superintendents will have a common, collective understanding of equity, as defined in SAISD. Systematic training will lead to coherence and consistency across the district. Leaders will be better prepared to lead for school improvement and improve teaching and learning. Strong, equity-centered leaders will ensure that student outcomes improve in alignment with Board goals.
2. Instructional Superintendents and academic program supervisors will be provided coaches to support their development as effective, equity-centered leaders.	● Partner with nationally recognized organization(s) with a track record of success to provide leadership coaching by July 2023. ● Begin implementation by August 2023.	Instructional Superintendents and academic program supervisors will receive coaching aligned with the equity-centered district mission and vision.
3. Instructional Superintendentswill create resources for school leadership to ensure sustainability of the ECPI work, including: ● Toolkits ● Guidance documents ● Handbooks ● Protocols ● Professional development curriculum	● Conduct needs assessments by May 2023. ● Begin implementation July 2023.	Focus on domains identified by research as critical to building and sustaining an equity-centered principal pipeline will be embedded in the systems and tools that support current and new campus leaders.

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● Webpages ● Conferences		

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Objective D: Implement a staff Leader Pathway System (LPS) to support and build a broad base of leaders whose performance and demonstrated abilities align with the equity-focused mission of the district and the unique needs of each community.		
Activity	**Timeline**	**Outcomes**
1. Develop a Leader Pathway System (LPS) vision statement utilizing human design principles.	● Work collaboratively with the Wallace Foundation and our technical advisor, Crocus, to provide tools and guidance by November 2022. ● Engage a representative group of stakeholders, including Principals, assistant superintendents, Human Capital Management (HCM), Assessment, Research Evaluation and Testing (ARET), Technology, Academics and members of the cabinet in a self-study utilizing guiding questions to describe the LPS vision, identify the LPS priorities and draft the LPS vision statement by April 2023. ● Designate a core team to oversee the design, development and deployment of the LPS by February 2023. ● Share the LPS vision statement with district and campus leaders by May 2023.	The LPS vision statement will include the input from a wide array of stakeholders and reflect SAISD priorities.
2. Develop an LPS implementation plan.	● Conduct a feasability study and ollaborate with the Office of Technology, HCM and ARET to map the current capabilities of the	The LPS will be designed in alignment with SAISD priorities and equity-centered values.

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	infrastructure, applications and tools by June 2023. ● LPS Core Team will draft the implementation plan based upon the vision statement, with the 'thriving' leader profiles in mind, by July2023. ● Present and refine plan with senior leaders of academics, assistant superintendents of school leadership and cabinet members by September 2023. ● Develop and execute a Request for Proposal (RFP) that contains the specification required for the LPS by October 2023. ● Use the services of the technical assistance provider, Crocus, throughout the development process.	
3. Construct the LPS and test it to ensure it aligns to our vision.	● Build the LPS according to SAISD specifications by March 2023. ● Test the system with various user perspectives/roles by May 2024. ● Gather input from the LPS core team to inform adjustments and refinements by July 2024. ● Use the services of the technical assistance provider, Crocus, throughout the deployment process.	The LPS will be constructed and tested prior to piloting to ensure reliability and alignment with SAISD needs.
4. Pilot the LPS.	● Select a diverse group of leaders to pilot the LPS by August 2024. ● Gather feedback and make adjustments to the LPS by December 2024. ● Create videos and print documents to explain the purpose and rationale for the LPS by March 2025.	The LPS will be designed in alignment with SAISD priorities and equity-centered values.

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5. Deploy the LPS in SAISD.	- Leaders who participated in the pilot and members of LPS core team will present the system to campus and district leaders to socialize the concept by August 2025. - Design training modules to be incorporated in an induction training for new employees by August 2025. - Train all staff members regarding the purpose and use of the LPS by September 2025 - Gather feedback and make adjustments annually by January of each year.	The LPS will be deployed to ensure reliability and alignment with SAISD needs.
6. Use the LPS to inform decision making and systematically support leaders in their pathway of choices.	- Use the LPS to inform decisions regarding matching of potential leaders with communities by April 2026. - Incorporate the LPS into the goal-setting and coaching infrastructure of SAISD by June 2026.	SAISD will have a fully aligned system that has current information for all leaders, assists leaders in tracking their pathways of choice and informs strategic decision-making at the district level.

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Component VI: SAISD is a destination district where all members of the SAISD *familia* come and stay to cultivate their knowledge, skills, and abilities to provide exemplary, equity-centered leadership that is results-oriented with an unwavering belief in the ability of every child to achieve at high levels.	

Objective E: Ensure that leadership opportunities extend to students and families.	

Activity	Timeline	Outcomes
1. Provide opportunities for families to develop and demonstrate leadership through activities such as: ● Serving on district advisory councils and committees ● Establishing Parent-Teacher Associations (PTAs) or Parent-Teacher Organizations (PTOs) at each school ● Establishing athletic and band booster clubs ● Expanding volunteer opportunities in schools ● Working collaboratively with the Adult and Community Education program to recruit families to enroll in Adult Education courses which provide learning opportunities in literacy, mathematics, and technology, and assist them in obtaining Citizenship, GED, and college, and career credentials	● Develop a program of support for families in the school year 2023-2024. ● Review the draft plan with the Principal and Parent Advisory Councils by December 2023. ● Publish guidelines by March 2023. ● Provide training for administrators and volunteers on guidelines and policies by August 2024. ● Implement by August 2024.	Increase in a strong home/family support system contributes to the success of students on their educational journey.
2. Provide opportunities for students to develop and demonstrate leadership through activities such as: ● Serving on district and school councils and committees	● Develop a wide range of leadership opportunities for students by May 2023. ● Review the draft plan with the Student Advisory Councils by August 2023. ● Review with the Principal Advisory Council by	Increase in leadership activity participation contributes to students' social and emotional development.

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● Participating in co-curricular and extra-curricular activities ● Participating in community service projects ● Participating in work-based learning experiences; and other leadership development activities	August 2023. ● Establish badging and micro credentialing for students by August 2024. ● Publish guidelines by September 2023. ● Implement by September 2023.	

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Our Organization: Our Heartbeat

As *familia* we count on San Antonio ISD to be a system of excellence where both students and staff thrive - and always learn.

Component VII: Ensure a solid and sustainable financial foundation for San Antonio ISD

Component VII: SAISD Financial Services & Business Operations division strives for excellence in all functional areas to ensure a solid and sustainable financial foundation for District operations.		
Objective A: Provide adequate and equitable funding for campus operations to ensure transformational learning for all students.		
Activity	**Timeline**	**Outcomes**
1. Incorporate student and campus generated state/local revenue as a factor in consideration of budget parameters.	● Prepare analysis for all existing campuses using completed 2021-2022 data to evaluate current spending by March 2023. ● Prepare analysis for all existing campuses using completed 2021-2022 Public Education Information Management System (PEIMS) data to estimate state/local revenue generated by each campus by May 2023. ● Use collected campus level PEIMS data to compare alignment of current budget produced by guidelines to state/local revenue generated by students at each campus by June 2023. ● In each subsequent budget year, update and reevaluate the above data to consider phasing in additional areas for further alignment by December of each year.	A General Fund budget that improves alignment of student generated revenues to the budget allocated to each campus, in hopes of reducing the amount of budget required for schools that consume a larger share of the budget than their students generate.
2. Develop full understanding of District centralized costs in all areas.	● Prepare analysis of District expenditures in all non-campus budget areas based on finalized 2021-2022 data by April 2023. ● Determine the most appropriate allocation methodology, if applicable, for each	Analysis of central office expenditures to show how they support student outcomes.

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	centralized cost by September 2023.
	● Categorize centralized costs according to:
	    ○ Nature of the cost
	    ○ Required vs. Optional
	    ○ Proposed allocation method
		Analysis of how every General Fund budgeted dollar is allocated back to a school budget, bringing transparency to the full cost of all budget components.

3. Evaluate district budget by functional category to ensure that budget allocated to direct instructional areas is adequate.	● Review historical analysis of District expenditures by functional area by May 2023. ● Benchmark SAISD expenditures by functional area against peer districts across the state of similar size and percentage of economically disadvantaged students by September 2023. ● Identify consistent gaps in budget allocation (both under and over) and determine areas for further study and analysis by October 2023. ● Prepare recommendations for phased shifts in spending toward instructional functional categories to better align budget to achieve instructional goals. ● Continue annual monitoring of trend in distribution of expenditures by functional category to ensure that desired distribution of budget is maintained. Analysis will be updated in October of each year upon completion of audited financial statements.	A General Fund budget that prioritizes budget allocated to instructional areas above the centralized support areas and is adequate to meet campus staffing needs and instructional programming in support of Board goals.
4. Begin the transition from campus staffing guidelines to student-based campus budgets.	● Review existing campus staffing guidelines and determine, with district engagement, the minimal base campus administrative staffing positions for each school type at minimal enrollment by November 2023. ● Review existing campus staffing guidelines and determine, with district engagement, the most effective allocation methodology for instructional position allocations for all school	Campus staffing guidelines that are (a) aligned with the profiles of a thriving student and a thriving school and (b) tied more directly to student enrollment and campus-generated budget. Greater autonomy for Principals to choose the type of personnel support that will be most effective for accomplishing their campus goals.

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	types and programs. ● Analyze the cost difference between the optimal staffing aligned to campus need and enrollment, and the current existing staffing model to determine the excess budget that can be restructured by January 2024. ● Discuss the possibility of incorporating Principal autonomy into determining staffing positions. Share recommended revised model incorporating rightsizing and autonomy component with Superintendent for review and input by February 2024. ● Share working model for input and review by larger committee including Asst. Superintendents, Principals, and others by March 2024. ● Complete campus administrative and instructional staffing guidelines for rollout and utilization in staffing for the 2024-2025 school year by February 2024. ● Revist campus staffing guidelines to align to profile of thriving schools by October 2024 and annually thereafter.	

Component VII: SAISD Financial Services & Business Operations division strives for excellence in all functional areas to ensure a solid and sustainable financial foundation for District operations.
Objective B: Create streamlined systems in all areas of financial services to ensure understandable and efficient processes for SAISD staff.

Activity	Timeline	Outcomes
1. Complete the districtwide rollout of Timekeeping & Absence Management.	● Continue rollout of timekeeping software to all groups of hourly employees and ensure that all groups are punching consistently by	Accurate timekeeping for all non-exempt employees. Consistent timekeeping protocols across the District.

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	July 2023. ● Implement required migration from Frontline "Absence" module to Frontline "ERP" module for substitute processing and absence management due to vendor decision to abandon current module by August 2023. ● Continue training, support, and implementation mandate for all campuses and departments to review, correct, and process all hourly pay through the automated timekeeping system by August 2023. ● Continue discussion with leadership to formulate a uniform recommendation for timekeeping protocol for exempt District employees by June 2023 for implementation at the start of the 2023-2024 school year.	Reduction in the number of errors generated in the Teacher's Retirement System (TRS) due to employees not being processed through the Enterprise Resource Planning (ERP) time & attendance system.
2. Continue collaboration with vendor regarding necessary improvements to ERP System functionality.	● Continue training and support for all campuses and departments on ERP System functionality as enhancements are developed. ● Continue bi-weekly meetings with Frontline leadership to discuss progress on product development team's work on product corrections - ongoing through completion by October 2023. ● Continue work with Frontline leadership to discuss progress on product enhancement requests ongoing through March 2024.	Properly functioning ERP system with all required components purchased. Reduction in the number of manual work-arounds. Accurate and timely financial data.
3. Increase opt-in % for employee and vendor transition to acceptance of electronic documents and processing (direct deposit, pay cards, W-2s, POs, and 1099s).	● Implement modifications to employee onboarding packet that will encourage direct deposit of paychecks by July 2023. ● Mandate reloadable pay cards as the only available alternative to direct deposit, eliminating paper paychecks by August 2023.	Improved operating efficiencies for staff in payroll and accounts payable. Reduction of manual entries reducing the opportunity for error. Improved customer service for vendors.

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		Reduction in the number of lost checks and checks that need to be escheated to the state.
4. Develop a comprehensive library of training videos and materials posted to the District website covering all areas of financial services.	● Develop training portal on Financial Services SharePoint by March2023. ● All finance departments have developed training content including videos for all key processes by October 2023. ● Introduce Finance training portal during Summer clerical conference in July or August 2023. ● Incorporate additional training as part of the HCM onboarding processes of new hires.	Improved access to comprehensive training materials for all SAISD staff for key finance processes. Improved consistency in training and guidance provided by staff.

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Component VII: SAISD Financial Services & Business Operations division strives for excellence in all functional areas to ensure a solid and sustainable financial foundation for District operations.	
Objective C: Guide long-term strategic financial planning to restore spending on instructional initiatives through District's rightsizing.	

Activity	Timeline	Outcomes
1. Plan for the upcoming district budgets to ensure that targeted surplus funds are achieved each year in order to meet the 6-year sustainability plan.	● Plan for the 2023-2024 budget to accomplish the financial objectives of the 6-year plan by May 2023 by: ○ Incorporate finalized 2023-2024 student projections into budget plan by February 2023. ○ Incorporate any programmatic changes impacting budget or projections by March 2023. ○ Incorporate campus staffing guideline changes by March 2023. ○ Incorporate department-level budget reductions by April 2023. ○ Incorporate compensation initiatives by April 2023. ○ Incorporate any state foundation school program funding element changes resulting from 2023 legislative changes. (This may occur after May 2023 target date.)	Annual General Fund budget in alignment with the District's 6-year long term sustainability plan.
2. Monitor the district budget to ensure that targeted surplus funds are achieved each year in order to meet the 6-year sustainability plan.	● Monitor 2022-2023 actual progress toward planned budget surplus - ongoing through June 2023. ● Monitor subsequent years' actual progress toward planned budget surplus each year ongoing throughout the year.	Annual final revenues and expenditures in alignment with the District's 6-year long term sustainability plan.

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3. Ensure that planned reductions of department-level budgets are realized.	● During the budget planning process, initiate discussion around methodology to be used to accomplish planned department budget reduction for 2023-2024 school year by December 2023. ● Finalize completed plan outlining departmental budget reductions for 2023-2024 school year by early April 2023. ● In subsequent years, review the District's progress toward the 6-year sustainability plan, and determine if additional departmental budget reductions should be considered by November of each subsequent year in order to stay on track for rightsizing.	Annual department level expenditure savings in alignment with the District's 6-year long term sustainability plan
4. Implement revisions to campus staffing guidelines, once developed.	● Implement revised campus staffing model for staffing the 2023-2024 school year by March 2023. ● Gather input, review, and potentially adjust the model annually for possible revisions by December of each subsequent year.	Annual expenditures reduction from campus staffing guideline changes in alignment with District's 6-year long term sustainability plan
5. Ensure that facilities and/or schools rightsizing plans are implemented within an equitable framework based on profiles of a thriving student, principal, and school.	● Continue school planning process underway to review all school models, offerings, and building locations to work toward recommendations for possible future changes. Ongoing. ● Finalize recommendations and gather robust student, family, and community input from stakeholders during the 2023-2024 school year for planned implementation in the 2024-2025 school year. ● In subsequent years, review the District's progress toward the 6-year sustainability plan, and determine if additional school planning changes should be considered by	Annual expenditures reductions from planned facilities rightsizing in alignment with District's 6-year long term sustainability plan

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	November of each subsequent year in order to stay on track for rightsizing.	
6. Research options for possible targeted compensation increases.	● Gather preferences from the Superintendent regarding strategic compensation components to be considered for the upcoming year by December 2022 and by December of each subsequent year. ● Prepare cost estimates for various compensation scenarios by February 2023, and by December of each subsequent year. ● Incorporate compensation scenario cost estimates into budget workshops by March 2023, and by February in subsequent years.	Targeted proposal for 2023-2024 employee compensation increase and sustainable compensation increases, aligned with the objective of the Compensation Task Force beginning in 2024-25.

Component VII: SAISD Financial Services & Business Operations division strives for excellence in all functional areas to ensure a solid and sustainable financial foundation for District operations.		
Objective D: Implement fiscal review practices for district operations and proposed initiatives to ensure sustainable financial operations.		
Activity	**Timeline**	**Outcomes**
1. Provide financial and budget analysis required in support of revised Senate Bill 1882 charter partnership model.	● Provide campus level analysis of 1882 charter partner revenues and expenditures by May 2023. ● Provide preliminary data analysis of district overhead components based on 2021-2022 data by June 2023. ● Provide recommendations for potential cost allocation strategies for consideration in redesign of 1882 charter partner contracts by July 2023.	Analyses in support of 1882 charter partner redesign to guide decision making.
2. Review Bond 2020 construction program budget to ensure alignment to rightsizing plan.	● Prepare revised project-level budget for $1.21 billion construction plan by March 2023: ○ Include intense, robust community engagement ○ Incorporating proposed revisions to phase 4	Adequate resources available to be allocated for successful completion of Bond 2020 construction projects.

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	projects ○ Incorporating projected interest earnings to Bond 2020 ○ Incorporating information regarding the contingency budgets set-aside for items remaining from Bond 2016 ● The timing of actual updates to the project budgets are projected to be completed by March 2023, but are contingent upon: ○ Confirmed communication plan for bond project scope changes ○ Confirmed alignment of bond scope changes with future school planning work and potential facilities rightsizing ○ Approval of Superintendent to proceed with budget revision. ● Prepare updated budget and expenditures summary document for all Bond 2020 projects on a quarterly basis, in support of Construction Services bond communication publication. - Ongoing quarterly through completion of the Bond 2020 program.	Transparent communication to all staff and community of all updates to scope for Bond 2020 construction projects. Strategic alignment of all updates to scope for Bond 2020 construction projects to school planning initiatives.
3. Review Bond 2020 technology program budget to ensure device replacement sustainability	● In collaboration with Technology department, update initiative-level budget for 5-year $75 million technology plan by June 2023: ○ Incorporating past and future revisions to lighthouse project rollout ○ Ensure alignment with proposed scope of Technology bond initiatives ○ Supplement $15 million undesignated reserve to establish future year-sustainability plan ● Prepare updated budget and expenditures summary document for all Bond 2020 projects on a quarterly basis, in support of the Technology bond communication publication. Ongoing quarterly	Adequate resources available to be allocated for successful completion of Bond 2020 technology projects. A portion of the 2020 Technology bond budget devoted to the development of a future year device sustainability plan.

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4. Conduct benchmarking study for key operating and financial statistics using TEA PEIMS financial data available for all Texas school districts.	● Develop inventory of key financial and operating statistics that are based on PEIMS financial and operating data available for all school districts by December 2023. ● Identify 10-15 peer Texas school districts based on similar size and similar eco-dis % by January 2024. ● Prepare benchmarking analysis of key data elements by February 2024. ● Compare results to benchmarking data available from Council of Great City Schools by March 2024.	A report that identifies operating or financial inefficiencies based on comparative analysis that should be addressed to ensure effective utilization of District resources.
5. Initiate a zero-based budget executive team review of all district budgeted expenditures.	● Prepare data to begin analysis of modified zero-based budget information in the Executive Team by September 2023. ● Incorporate opt-out preferences noted by SB 1882 charter partners to determine sustainable support for district overhead departments by December 2023. ● Recommend potential reprioritization and possible reduction of non-campus budget by February 2024 for 2024-2025 school year based on: ○ Results of executive team analysis of zero-based budget resource analysis ○ Results of SB 1882 charter partner opt-out and opt-in decisions ○ Status of overall enrollment-driven revenue availability ○ Progress made in rightsizing toward a balanced general fund budget	A full understanding by District leadership of the cost of all key components of the budget. Department-based budgets that are prioritized and reauthorized (rather than carried forward) within available resources.

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Component VIII: Provide consistent and high-quality service

Component VIII: SAISD operations will be the preferred service provider in all fields -- the "go to" for our staff, our families, and our community.		
Objective A: Child Nutrition- Offer appetizing,nutritious, and sustaining meals to every student every day.		
Activity	**Timeline**	**Outcomes**
1. Conduct culinary demonstrations and training for all Child Nutrition employees to enhance food quality, recipe preparation and overall kitchen efficiency.	● Implement a new employee onboarding training program by January 2023. ● Incorporate the Culinary Institute of America training curriculum into annual professional development sessions for all Child Nutrition employees by Summer 2024. ● Review training material annually.	Pre- and post-test assessments to measure employee knowledge and skill set. Improved student satisfaction outcomes measured through survey data. Meet district staffing targets set in place for campuses district wide. Improved ratings on the culinary site visit tool used to measure food quality.
2. Conduct student food sampling events at all grade levels to receive feedback on district menu selections and assist with the development of new menus.	● Host food extravaganzas and tastings at High School campuses by January 2023. ● Conduct food tastings at elementary, academies and middle school campuses by May 2023. ● Create focus groups with SAISD culinary students and other student groups to provide feedback and input into district menu selections by May 2023.	Increase the number of students participating in all district meal programs. Increase student engagement. Increased culturally sustaining menu variety. Increase student acceptability
3. Develop and define processes, practices and procedures that make 'customer service' part of the fabric of SAISD operations.	● Beginning Spring 2023. ● Ongoing to support the needs of the district's staff.	Develop automated system templates to provide updates to staff when system changes are made. 90 percent of all district staff will provide a favorable response on the district satisfaction survey.

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| 4. Develop a communications model that provides visibility and availability of services, systems and applications which provides alerts and provides current status information to staff. | ● Beginning Spring 2023.
● Ongoing to support system changes and needs.
● Inform SAISD students, staff, families, and community on health benefits of the nutrition program.
● Market program initiatives. | Staff requests to the district office will be reduced by 50 percent.

Communications will be streamlined to achieve efficiency and optimize productivity.

Increase program knowledge through communication and outreach. |

Component VIII: SAISD operations will be the preferred service provider in all fields -- the "go to" for our staff, our families, and our community.		
Objective B: Transportation - Arrive safely, on time and ready to learn wherever they are traveling.		
Activity	**Timeline**	**Outcomes**
1. Weekly review school bus routes for cost efficiencies and effectiveness to maximize student ridership and minimize costs.	● Student ridership counts will be conducted monthly through May 2023. ● Bus route changes will be communicated to schools weekly with at least 48-hours advance notice.	Increased student ridership on general education buses, averaging at least 30 student daily riders for each route. Increased student ridership on special education buses, averaging at least 10 student daily riders for each route.
2. Continue the greening of the school bus fleet through the pursuit of propane and electric federal and state grants, along with the annual school bus district capital allotment.	● 50% of the active bus route fleet will be green by August 2023. ● 75% of the active bus route fleet will be green by August 2025.	Reduced pollution and harmful emission reductions by 15%. Budgetary savings in fuel costs by 5%.
3. Continue to train Bus Drivers and Monitors to teach in the Rolling Rolling Reader Program which encourages student reading and learning on daily bus routes.	● 100% of elementary schools will have experienced at least one Rolling Reader Program event by August 2023. ● 100% of middle schools will have experienced at least one Rolling Reader Program event by December 2023.	Stronger connection between Bus Drivers and students resulting in a 15% reduction in significant student incident bus referrals. Encourage drivers that want to become teachers to

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		become teachers.
		Increase the number of bus drivers who actively promote reading during their daily bus routes.
4. Review all white fleet vehicles on an annual basis to examine usage and offer replacement recommendations with safety and security as a priority.	● Mileage usage reports and driver behavior analysis will be reviewed quarterly through June 2023. ● Annual white fleet replacement recommendations - to either purchase or lease - will be submitted by February 2023 for consideration during the 2023-2024 budget process.	Maintain a white fleet that has an age and mileage use in line with State best practice of an average age under 10 years and 100,000 miles.
5. Develop and define processes, practices and procedures that make 'customer service' part of the fabric of SAISD operations.	● Begin the development of the plan in Spring 2023. ● Provide ongoing support to the needs of the district's staff.	Develop automated system templates to provide updates to staff and families when system changes are made. 90 percent of all district staff will provide a favorable response on the district satisfaction survey.
6. Develop a communications model that provides visibility in availability of services, systems and applications which provides alerts and provides current status information to staff.	● Begin the development of the model in Spring 2023. ● Provide ongoing support for system changes and needs.	Staff requests to the district office will be reduced by 50 percent. Communications will be streamlined to achieve efficiency and optimize productivity.

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Component VIII: SAISD operations will be the preferred service provider in all fields -- the "go to" for our staff, our families, and our community.		
Objective C: <u>Life Safety and Security</u> - Our unwavering priority is to keep everyone in our care safe from harm- every child and every staff member.		
Activity	**Timeline**	**Outcomes**
1. Evaluate and revise the established protocols and schedules for lock down, lock out, shelter in place and evacuation drills in order to assure proper training for students and staff in the event of an emergency.	● Summer annually - evaluate and revise plan ● Fall annually - TEA approves plan	Policy/Protocols for Life Safety practices Central system that has documentation of all life safety training(s) for campuses and departments. SAISD Staff is trained and prepared in all behaviors that enforce proper physical safety practices as outlined in the Multi-Hazard Emergency Operations Plan.
2. SAISD will enhance and execute a plan to ensure all campuses and buildings have a modern and extensive video surveillance system.	● Develop standards, considering the profiles of thriving students, employees and schools described in Component I.A above - December 2022 ● Secure funding and appropriate staffing by Spring 2023 ● Begin Implementation and rollout Summer 2023, multiyear project	All buildings have cameras installed according to video surveillance standards, that minimize blind spots in all congregate areas of the facility.
3. SAISD will shift to an access control model for all doors, and provide ID badges for all students in elementary, middle, and high school campuses.	● Formalize access control policies and procedures by spring /summer 2023 ○ Policy/Procedure for onboarding/offboarding staff ● Evaluate and review current access control system to meet new standard based on the employee's role in the district ● Secure funding and appropriate staffing ● Implement efficiencies and recommendations based off of audit results	Centrally controlled system that allows documented badge access at all doors in our facilities. Students will be provided and wear visible ID badges while on campus.

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	● Draft policy for consistent student identification across the district.	
4. SAISD will create and execute a plan to modernize intrusion prevention systems at all campuses and buildings.	● Develop standards considering the profiles of thriving students, employees and schools described in Component I.A above - Spring 2023 ● Secure funding and appropriate staffing - Summer 2024 ● Implementation and rollout - Fall 2024 ● Consider Third Party organization for added layer of threat assessment	All buildings have intrusion-prevention systems installed according to standards.
5. SAISD will implement an integrated School Safety platform including Visitor, Drill, Accountability and Reunification Management System.	● A Visitor/Drill/Accountability/Reunification system will be evaluated and recommended to the Board by April 2023. ● Secure funding and appropriate staffing ● Training to be completed at all facilities by the end of June 2023.	Visitor/Drill/Accountability/Reunification Management system that our staff members are trained to use that allows for reunification with families, guardians, and department personnel.
6. Develop and define processes, practices and procedures that make 'customer service' part of the fabric of SAISD operations.	● Beginning Spring 2023 ● On going to support the the needs of the district's staff	Develop automated system templates to provide updates to staff when system changes are made. 90 percent of all district staff will provide a favorable response on the district satisfaction survey.
7. Develop an onboarding and offboarding process that covers the distribution and collection of security access badges.	● Collaborate with Human Capital Management (HCM) to develop and implement a procedure for employee offboarding by May 2023. ● Collaborate with HCM to develop a procedure for distributing technology during onboarding by July 2023.	Clear and efficient process for staff members onboarding and offboarding.

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Component VIII: SAISD operations will be the preferred service provider in all fields -- the "go to" for our staff, our families, and our community.

Objective D: Ensure that all learning environments within SAISD are professionally maintained to best industry standards, aesthetically pleasing, and conducive to student learning and employee success by aligning short term and routine facility maintenance with long term capital investment to create a coherent and holistic approach to managing our portfolio of campuses and other buildings and making the transition from a reactive to a proactive approach to maintenance and service.

Activity	Timeline	Outcomes
1. Conduct a district-wide Facilities Conditions Assessment to determine all maintenance work to meet the expectations of the master plan and that consider the profiles of thriving students, employees and schools described in Component I.A above.	● Hire an engineering consultant to conduct the Facilities Conditions Assessment - Fall 2023 ● Prepare final facilities conditions report - April 2024	Facilities Conditions Assessment report with detailed needs and how to address them, and recommended routine maintenance standards including estimated annual costs and staffing levels to meet them. Present recommendations of comparison between service standards, Facility Condition Assessment, and staffing capacity analysis to Leadership/Board.
2. Program the Computerized Maintenance system to provide automated responses to customers to become a proactive organization in addressing facility issues.	● Beginning November 2022 ● Ongoing process to evaluate and improve existing system ● Provide prompt responses to campus/district clients for all issue, updates and resolutions	All facilities will be able to file maintenance requests into a common system that tracks their resolution, generating measurable data on customer service levels and facilities operations levels. Communicate with campus operations staff to investigate ongoing issues relating to maintenance requests in order to ensure proper response times.
3. Establish a "Maintenance Blitz Team," or a team that includes members of multiple building trades, dedicated to address 'urgent/critical' facilities needs, to aggressively address deferred maintenance in schools and other buildings.	● Establish Team – July 2022 ● Deploy team on as needed basis to eliminate critical deferred maintenance problems at schools – school year 2022-23 to school year 2023-24 ● Assess need for continued use of Team – Summer 2024	Rapid response to urgent deferred maintenance problems until SAISD has established the capacity to meet routine maintenance standards.

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4. Update the SAISD Facilities Master Plan using detailed planning information such as census tract, birth rates, demographics data and business relocations, to support planning for the effective use of facilities throughout the District.	● Facilities and Construction & Development will develop a Facilities Master Plan that will be implemented by Summer 2024.	Updated Facilities Master Plan Potential cost reduction associated with excess fixed assets, in alignment with the District Goals and Guardrails.
5. Develop and implement educational facilities requirements and guidelines that consider the profiles of thriving students, employees and schools to achieve a holistic approach in our efforts to create instructional facilities that are conducive for exemplary teaching and learning.	● Consultant specializing in educational design standards initiated in July 2024. ● The design is to be completed in December 2024.	Educational facilities standards manual for future improvement projects. Buildings with state of the art broadband access to support exemplary teaching and learning and where students and staff feel safe and secure.
6. Create and maintain welcoming and functioning facilities that attract students and families and exhibit the commitment to the whole SAISD *familia* and community, including exterior curb appeal and interior quality at every campus.	● Campus landscaping standards which include native plantings, which will be integrated into the District Design standards and implemented at all campuses by December 2025.	All campuses have appropriate irrigation systems and standard landscaping installed and maintained at all campuses.
7. Create building infrastructure (wiring, AC, water, etc.) that supports student learning. Facilities Condition Assessments will guide this process.	● Facilities Conditions Assessments and Major Equipment Replacement plans will be in place for all facilities identified in the Facilities roadmap by June 2024.	All buildings will be evaluated and facility use decisions will only be made with data from the Equipment Replacement Cycle and the Facilities Conditions Assessments.
8. Create and maintain healthy learning environments that consider the profiles of thriving students, employees and schools described in Component I.A above for the students and staff in SAISD that facilitate student learning.	● Train all Facilities staff on maintenance Service Level Standards by Winter 2022. ● Establish procedures for holding all maintenance staff accountable to meeting Service Level Standards by Spring 2023.	Staff fully trained and program implemented to include onboarding of new employees.

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9. Develop and define processes, practices and procedures that make 'customer service' part of the fabric of SAISD operations.	● Beginning Spring 2023 ● Ongoing to support the the needs of the district's staff	Develop automated system templates to provide updates to staff when system changes are made. 90 percent of all district staff will provide a favorable response on the district satisfaction survey.
10. Acquire the skills of an external entity to conduct a district audit of all district owned property and facilities to determine the most effective use of the properties.	● Beginning November 2022 ● Ongoing	A plan for possible teacher housing. A plan and recommendations for the right-sizing of the district. A plan for the possible sale of properties and facilities.

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Objective E: Implement Bond 2020 Program on time and within budget.		
Activity	**Timeline**	**Outcomes**
1. Continuously calibrate program, budget and schedule considering economic challenges.	● Beginning March 2023 ● Ongoing	Cost and schedule adjustments to all phases of the bond.
2. Maintain open communication with schools and communities concerning the progress of their projects. To include continuous updates via the district website (and other mediums) with Bond 2020 status	● Beginning November 2022 ● Ongoing to ensure constant communications with the community and schools	Provide multiple mediums to provide updates on the status of all bond projects.

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Component IX: Information Technology

Component IX: SAISD Information Technology will deliver technology services to create a safe, secure, reliable, and equitable digital environment where our familia can devote their attention to improving student outcomes.		
Objective A: <u>Student Technology (1:1 Program)</u> - SAISD will provide high quality technology for all students regardless of program, neighborhood demographics, school influence, or outside funding.		
Activity	**Timeline**	**Outcomes**
1. Establish policies and procedures to oversee asset management.	● Complete a review and map of the entire inventory management process for the lifecycle of all technology devices, and identify improvements, by April 2023. ● Collaborate with Academics & School Leadership on a staffing plan for inventory management at campuses by July 2023. ● Codify and train on all Inventory Management Procedures August 2023.	An updated policy and procedure document (or set of documents) for technology inventory management. All campuses have clearly identified and trained leaders and staff overseeing inventory management.
2. Clean up disparate systems and help them talk to each other.	● Develop a set of basic, cross-system reports that can be used by campuses and district administrators by January 2023. ● Complete Manual Data Match/Cleanup between Inventory, ERP, and IT Management systems by December 2023.	More coherent inventory data that is both accessible and widely used by campus and district employees
3. Develop a sustainable plan for the refresh of the district student device program, and complete the first total refresh.	● Collaborate with Academics, and other special programs (such as Special Education and CTE) to confirm the district's model for the student device program (1:1, classroom set, or hybrid) and consider the profiles of thriving students and schools described in Component I.A above by July 2023.	A financial model through FY2028, with earmarked funds All student devices have been refreshed equitably and efficiently.

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		- By August 2023 formulate a plan to replace all student devices. - Complete refresh of all current devices by June 2027.	
4.	Improve the student device repair program, involving students as much as possible.	- Implement student tech teams at 3 middle and/or high schools by March 2023. - Establish vendor partnerships that can result in lower costs or trade-ins for repair parts by December 2022. - Implement student tech teams at 2 middle and/or high schools by March 2024.	Tech teams implemented at all high schools and all middle schools; student participants can graduate with industry certifications. Improved repair times and lowered repair costs.
5.	Support home internet connectivity initiatives.	- Complete the "Get Connected" campaign at the 20 schools with the highest number of students in the target area by December 2023. - Examine the bus wireless program to ensure continuity of access on our school buses. - Deploy 500 Connected Beyond the Classroom routers by March 2023. - Provide annual training and marketing materials for campus technology representatives, social workers, and others on home internet options.	Increase the number of students with reliable home internet (as measured by registration data).
6.	Establish a technology hardware committee that will oversee all district hardware standards, including (but not limited to) devices distributed to students, employees, and classrooms.	- Implement a hardware committee by June 2023. The committee will be composed of IT, Academics,and special programs such as Special Education and CTE. - Develop a system to differentiate between 1:1 Devices, Surplus/Swap Devices, Testing devices, and other uses, and identify how many each campus should have, by June 2023.	A hardware committee that meets regularly to assess device needs and respond to requests for students. Published standards for student, employee, and classroom devices on a hardware intranet site.

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	● Rollout an updated hardware request process and website for August 2023.	

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Objective B: Employee Technology - SAISD will shift the organizational model so that Information Technology centrally owns and manages employee devices, to ensure that all employees have the appropriate device to meet their instructional and business needs.		
Activity	**Timeline**	**Outcomes**
1. Track employee devices in our Inventory Management System.	● Develop procedures for entering and managing employee devices in the Inventory System by February 2023. ● Develop a plan by April 2023 to collaborate with departments on entering and assigning all employee technology. ● : All devices are entered by June 2023, and employees trained on the system management by December 2023.	All employee devices are in the Inventory Management System, assigned to the staff user. Departments & Campuses have people assigned to regularly maintain the employee device inventory.
2. Refresh the devices assigned to employees, by campus or department, and implement a 5-year replacement cycle.	● Develop and publish a refresh plan and device standard (via the Hardware Committee) that relies on Enterprise Resource Planning (ERP) and Inventory data and is financially sustainable through 2028, by April 2023. ● Year 1 of refreshes (Lighthouse 3.0 + select departments) completed by April 2023. ● Year 2 of refreshes completed by September 2023. ● Year 3 of refreshes completed by September 2024.	A published refresh plan . All employees will have an in-standard device in the next 3-5 years.

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3. Develop onboarding and offboarding process that covers the distribution and collection of employee laptops.	● Collaborate with Human Capital Management (HCM) to develop a procedure for employee offboarding by May 2024. ● Collaborate with HCM to develop a procedure for distributing technology during onboarding by July 2024.	Clear and efficient process for staff members onboarding and offboarding.
4. Create a printing model for the district.	Phase I – Install Copiers - Completion: First quarter school year 2022-2023 Phase II –Analyze data from usage reports: Dec 2023 ● Identify areas of improvement to reduce consumption ● Input from Departments and Campuses to help determine limits (if any) ● Ongoing to monitor copier activity Phase III – June 2024 ● Import desktop printers into management solution and reporting ● Gather data from usage reports ● Ongoing	Create District Printing and Copying Governance Decrease usage to reduce: ● Energy Consumption ● Paper Consumption ● Carbon Footprint Encourage data storage. Increase and promote: ● Use of 1-to-1 devices ● Available Online tools to store and share data

Component IX: SAISD Information Technology will deliver technology services to create a safe, secure, reliable, and equitable digital environment where our familia can devote their attention to improving student outcomes.
Objective C: Classroom Technology - SAISD will provide all students and Teachers with future-ready classroom technology that is student-centered, promotes creativity, critical thinking, collaboration and engagement in a flexible learning environment.

Activity	Timeline	Outcomes
1. Create and execute a plan to ensure that all classrooms at all schools have high quality display technology.	● Collaborate with Academics to revisit the display technology standard and long-term budget by January 2023.	All instructional spaces have high quality display technology.

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	● Complete a Request for Proposal (RFP) for 2023-24 by June 2023. ● Install display technology at all campuses (excluding Lighthouse 2.0 and 3.0) by June 2026. ● Create a system for regular updates of classroom technology.	A written and distributed "refresh plan" (regularly updating technology to improve performance).
2. Enhance strategy for, and implement a standardized approach to in-classroom charging for student devices.	● Collaborate with Academics, Teachers & Campus Staff, Construction, and Facilities Services to identify our approach for providing in-classroom charging by March 2023. ● Implement the new classroom charging standard in Lighthouse during the 2023-2024 school year.	Adequate charging options in all classrooms in the district.
3. Establish standards for equipment and accessories placed in campus shared and specialized spaces (such as computer labs, libraries, makerspaces, & broadcasting areas).	● Collaborate with Academics and the IT Hardware Committee to establish uniform standards that consider the profiles of thriving students, employees and schools described in Component I.A above by January 2024. ● Implement standards in either Bond 2020 construction or Lighthouse refreshes by 2027.	A standards or specifications document that details what is provided. All campuses receiving substantial renovations or updates will adhere to the new standard.

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Component IX: SAISD Information Technology will deliver technology services to create a safe, secure, reliable, and equitable digital environment where our familia can devote their attention to improving student outcomes.		
Objective D: Applications - Create and maintain a curated library of digital resources (apps and software)		
Activity	**Timeline**	**Outcomes**
1. Collaborate with Academics to Develop and implement Software Committee 2.0.	**Phase 1**: Overall Governance Develop and present a proposal for a revised Software Committee charter, strategy, and policy by May 2023 **Phase 2**: Instructional Applications Create a curated list of approved instructional applications and communicate to campuses by June 2023. Develop a plan to identify unnecessary applications by August 2023, and communication plan to inform teachers **Phase 3**: Business Applications Create a comprehensive and curated list of approved business applications by December 2023. Develop roles & responsibilities (including staffing) for general use applications (such as Adobe) by June 2024.	Software policy/procedure/standards document Strengthened presence of Academic Stakeholders in application decision making Improved financial stewardship due to fewer redundant apps Improve district data compliance Easy to use library of applications Reduced data privacy risks.
2. Adopt the Texas Student Privacy Alliance agreement for all software & applications.	Obtain internal and legal review and formally adopt by December 2023. Develop a repository for Software Data Sharing agreements by 2023-2024.	Formal Participation in the Texas Student Privacy Alliance A complete list of 3rd party partners whom we share data with for account provisioning

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Component IX: SAISD Information Technology will deliver technology services to create a safe, secure, reliable, and equitable digital environment where our *familia* can devote their attention to improving student outcomes.

Objective E: <u>Infrastructure</u> - Upgrade and maintain a reliable, dynamic, and scalable network infrastructure.

Activity	Timeline	Outcomes
1. Provide enhanced LAN services (i.e. through-put, support for AR/VR/eSports, cybersecurity, engineering)	● In collaboration with Curriculum, develop LAN requirements for special programs and competitions. ● School switch upgrades January 2024	99.98% infrastructure availability at all facilities that operate at 3x the TEA standard for data throughput per student. Students, regardless of program, have the required bandwidth.
2. Complete end-to-end visibility from endpoint to internet for a faster response time to a resolution.	● Develop recommendations for software/appliances needed by June 2023. ● Implementation and monitoring September 2023	A suite of tools capturing Network traffic and analytics from endpoint to internet which results in faster response and resolution.
3. Increase wi-fi service by addressing coverage vs density, online testing, outdoor learning spaces, learning commons, parking lot/after hours access, collaborative spaces.	● Wireless signal upgrades at all campuses by Summer 2023 ● Elementary and High School enhancements by September 2023 ● Middle School enhancements by July 2024	Complete Wi-fi coverage expanded to all areas of school both inside and outside learning areas.
4. Expand refresh plan for all infrastructure (wireless, core, data center)	● Evaluate and audit current hardware across infrastructure Spring 2023 ● Develop replacement roadmap Spring 2023 ● Incorporate into current infrastructure	Infrastructure equipment is within end-of-life support and service parameters.

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Objective F: <u>Cybersecurity</u> - Implement cybersecurity solutions that strengthen and fortify the district's security posture providing the students and staff a safe digital environment.	

Activity	Timeline	Outcomes
1. Review Cybersecurity operating budget and staffing model.	● Evaluate budget annually ● Grow Cybersecurity team as new solutions are implemented.	SAISD's annual operating budget includes adequate cybersecurity dollars. District staff members are able to effectively use and monitor tools.
2. Create a Security Coordinating Committee to formalizes and adopts policies that are enforced	● Nominations by March 2023 ● Establish / Confirm Committee by June 2023 ● Kick-off September 2023 ● Develop Policy (Admin Procedures) ● Develop and implement awareness program	A Security Coordinating Committee is meeting regularly 100% Completion of Security Awareness Training (Yearly) Standard for aligning cybersecurity practices across divisions (including shared expectations for compliance)
3. Enhance visibility and analytics.	● Implement Automation/Managed Solutions 2023-2024 ● Implement Centralized Logging and Reporting 2023-2024	Improved incident response times Decrease the number of false alerts

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Component IX: SAISD Information Technology will deliver technology services to create a safe, secure, reliable, and equitable digital environment where our *familia* can devote their attention to improving student outcomes.

Objective G: Disaster Recovery and District Business Continuity - SAISD will optimize the technology disaster recovery and district business continuity program that allows for continuous learning and business opportunities.

Activity	Timeline	Outcomes
1. Review and test the SAISD technology disaster recovery plan.	- Establish protocols - By June 2023 meet with departments, assessment of staff for critical functions - By June 2023 establish routine activities and events (Ex. Quarterly check-in)	An Information Technology Disaster Recovery Plan
2. Review and test the district business continuity plan for cyber incidents.	- Develop a priority list of departments to work with by March 2023 - Develop a general policy - Communicate - Establish routine activities and events - Department's quarterly check in and district annual evaluation and revision of plan	A Distributed Business Continuity Plan covering the entire district for any cyber incidents.

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Component X: *Always Learning*

Component X: Implement a sustainable, system-level approach to continuous improvement across SAISD central office and schools.		
Objective A: Create a new SAISD Office of Strategy that will develop, implement, communicate, and progress monitor strategies that are aligned to board Goals and Guardrails and the strategic management plan, *Always Learning*.		
Activity	**Timeline**	**Outcomes**
1. Reorganize existing staff to create Office of Strategy to oversee all district strategy and performance management.	● Create Office of Strategy mission and goals by April 2023. ● Finalize organizational chart and job descriptions by May 2023. ● Develop department and individual goals by July 2023.	Realign existing staff to form the new Office of Strategy with a clear purpose and goals focused on developing, implementing, and progress monitoring district strategy. Examples of strategy could include an improved compensation plan, a teacher retention strategy, or a new leadership pipeline.
2. Create regular cadence of Executive Team and Extended Cabinet meetings to analyze and develop strategy, including quarterly strategy sessions and annual staff retreat.	● Finalize purpose and roles/responsibilities of Executive Team and Extended Cabinet in regards to strategy development by May 2023. ● Develop a calendar of strategy sessions for school year 23-24 by June 2023. ● Implement the first annual strategy retreat in July 2023. ● Implement the first quarterly strategy session in September 2023.	Executive Team and Extended Team meeting agendas, both quarterly and annually, that are focused on strategy implementation.
3. Develop a system to monitor and support implementation of Always Learning plan activities and outcomes	● Conduct research on best practices for strategic plan progress monitoring and implementation by May 2023. ● Propose new systems by June 2023. ● Begin implementing new systems by July 2024.	A user-friendly tool to track progress on Always Learning activities and outcomes. A system that clearly communicates to staff, the Board, and our community whether the district is making progress on Always Learning implementation.
4. Develop a communication strategy to provide two-way communication with district	● Conduct research on existing communication strategies and outcomes by August 2023.	Strategy Communications Plan drafted and implemented per timelines.

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stakeholders (including campus staff) on district strategy, both at the initial stage and through ongoing implementation and progress monitoring.	- Work with the Communications Department to set a vision and goals for strategy communication by November 2023. - Develop a draft plan for strategy communication by January2024. - Begin piloting new communication strategies by March 2024. - Fully implement communications plan for strategy by August 2024.	

Component X: Implement a sustainable, system-level approach to continuous improvement across SAISD central office and schools.

Objective B: Create an organizational data reporting and progress monitoring system to improve organizational effectiveness.

Activity	Timeline	Outcomes
1. Implement SAISD Board data reporting calendar and standard format for presentations on data and progress monitoring at board meetings.	- Present 2023-2024 school year data reporting calendar for SAISD Board by June 2023. - Work with the Executive Team to develop an aligned presentation format for data reporting by June 2023. - Implement standard data reporting PPT by August 2023 and continue ongoing.	Staff presentations at SAISD Board meetings will be primarily focused on student outcomes and community values.
2. Create district-wide scorecard for board Goals and Guardrails that includes quantitative and qualitative data showing progress towards our Goals and Guardrails, as well as a protocol for reviewing and acting on findings.	- Assemble all data underlying board goals and guardrails into an internal-facing database with links and deadlines for data publishing by July 2023. - Create external facing "live" and interactive dashboard for goals and guardrails by September 2023. - Develop cadence and protocol for reviewing	A dashboard that allows all staff to monitor our district's progress towards our most important goals. For example, a "green, yellow, red" indicator for whether we are on track for goals such as students on grade level in reading.

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	dashboard at Executive Team and Extended Cabinet meetings by October 2023. ● Work with Principal Advisory Council and School Leadership to develop cadence and protocol for campus review of district dashboard, potentially through campus advisory councils, by December 2023. ● Align board goals scorecard with updated school and district performance frameworks by June 2024.	A clear process for how district leaders will review data and drive actions that will lead to achieving our highest priority goals.
3. Partner with Data Operations and Services Department to build an annual process for creating department goals and department scorecards aligned to board Goals and Guardrails, as well as the district strategic plan and the profiles of thriving students, employees and schools described in Component I.A above.	● The Office of Strategy partners with the Executive Team to develop processes and templates for department goal setting for school year 2024-25 by January 2024. ● Departments begin the process for goal setting for the school year 2024-25 by March 2024. ● Departments complete goal setting and share with Executive by June 2024. ● Process repeats starting in Spring for the following year.	A clear process for department goal setting that is followed every year.
4. Redesign the district improvement and campus improvement processes for monitoring district-level and campus-level implementation of district priorities, strategic initiatives, and differentiated support for campuses	● Incorporate aspects of student, teacher, and school profiles, and data from School Performance Framework into existing district and campus improvement processes by August 2023. ● The Office of Strategy works with School Leadership to develop vision and goals for redesigned campus-level continuous improvement within school improvement processes by May 2024. ● Assemble cross-functional District and Campus Advisory Council teams to create a plan for integrating strategy and support by	A district-wide approach to school-level continuous improvement that aligns campus work to district strategy. A learning organization that regularly surfaces campus implementation concerns to address district system improvements.

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	June 2024. ● Identify one or two strategic initiatives from the District Improvement Plan to align across all Campus Improvement Plans by August 2024. ● Define key metrics aligned to goals, guardrails and strategic plan that will be closely monitored at campus level by October 2024. ● Develop school and district-level routines and milestones for progress monitoring by October 2024. ● Fully implement school-level continuous improvement cycles by October 2024 and ongoing. ● Convene quarterly implementation reviews to surface district-trends and system challenges by January 2025.	

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Our Community: Our Familia

As a society we share a single purpose: to make schools worthy of our families' dreams for their children.

Component XI: Engage Students, Families, and Community Partners

Component XI: SAISD will establish real connections between families, staff, and community partners that sustain their humanity and are grounded in respect and acknowledgement of the community, families, cultures and voices.		
Objective A: SAISD will actively communicate, engage, and empower SAISD families and community members in order to improve outcomes for students.		
Activity	**Timeline**	**Outcomes**
1. Implement Karen Mapp's Dual-Capacity Framework for Family-School Partnerships to cultivate effective relationships anchored in the following components: ● Effective family engagement and home-school partnership strategies and practices; ● Adult learning and motivation; and ● Leadership development.	● Reflect on lessons learned from past implementation of the Framework and incorporate these learnings into trainings and implementation. ● Conduct professional development for the Family and Community Engagement (FACE) team by June 2023. ● Revise the FACE campus implementation checklist to align to the Framework for Family-School Partnerships by July 2023. ● Conduct training for school leaders by August 2023. ● Implement beginning August 2023.	Creates and sustains school and district cultures that welcome, invite, and promote family engagement. Increased staff capacity to build family engagement and participation. Increase family participation in schools.
2. Ensure high-quality professional development for district and campus FACE specialists conducted by family engagement experts that ensures initiatives are: ● Aligned with school and district achievement goals and connect families to the teaching and learning goals for the students	● Conduct professional development for the FACE specialists during the school year 2023-2024. ● Revise the FACE specialist appraisal instrument to align and provide high-quality professional development content during the 2023-2024 school year. ● Conduct training for school leaders by March	Creates and sustains school and district cultures that welcome, invite, and promote family engagement. Increased staff capacity to build family engagement and participation. Increase family participation in schools.

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- Focused on increasing family and community engagement in schools - Focused on building respectful and trusting relationships between home and school - Supportive of the intellectual, social, and human capital of stakeholders engaged in the program - Focused on building learning communities and networks among families - Focused on effective marketing and branding of schools - Focused on strategies for sharing their school's story	2024. - Implement beginning August 2024.	Increase the community's awareness about neighborhood schools.
3. Anchor family support to an evidence-based Family-centered Coaching model.	- Partner with Family Services of San Antonio to ensure that all FACE specialists receive certification in the Family-centered Coaching Model by May 2023. - Revise the FACE specialist appraisal instrument to align to Family-centered Coaching school year 2023-2024. - Conduct training for school leaders by March 2024. - Implement beginning August 2024.	Creates and sustains school and district cultures that welcome, invite, and promote family engagement. Increased staff capacity to build family engagement and participation. Increase family participation in schools.
4. Refine the district-wide process for collecting, reporting, and addressing family engagement and satisfaction data.	- Implement existing annual family survey tool (Panorama) by March 2023. - As part of Activity XII.A.1 (School Performance Framework update), determine what SAISD should measure regarding family engagement and the best ways to measure it by May 2023 - Review family engagement data with Executive and school leadership by June 2023. - Use the data from annual surveys to inform	Add to Increased family engagement and District understanding of family perspective on their child's school experience.

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	best practices and modify as needed annually by August.	
5. Ensure effective customer service training for all front facing departments and school staff to promote a welcoming and accessible environment for families.	● Create an RFP process for customer service training specific for schools by May 2023. ● Implement training by July 2023. ● Provide quarterly updates to Executive and school leadership regarding staff trained by October, December, March, and June.	Decrease in the number of intake calls to the Constituent Services Office with customer service concerns primarily submitted by families.
6. Mitigate language barriers by contracting with translation and interpretation services to provide families with communication in their native language if needed. (Ex. Spanish, Arabic, Pashto, Swahili, etc.)	● Contract translators by May 2023. ● Create a process for departments and schools to request translation services by July 2023.	Increase in family engagement, awareness, advising, and increased access to learning opportunities.
7. Developprofessional development modulesfor school leadership and faculty on clear communication, maintaining a welcoming school culture, honoring family cultural values, and creating a sense of stability for families.	● Create training by August 2023. ● Conduct training school year 2023-2024. ● Solicit feedback and reassess after 2023-2024	Increased two-way communication between schools and families. Increase in the number of schools providing an engaging and welcoming school culture that honors and reflects all families cultural values. Increase in families reporting a welcoming and stable school culture.
8. In response to family feedback, institute a My Success Family University, that culminates in a graduation associated with the attainment of badges, micro credentials, certifications, or college credit with sessions on topics which may include strategies to support their children, including: ● Student-led Literacy, Math, Science, Social Studies Nights ● Systems of Care Website	● use existing university partnerships with the University of Texas at Austin (UT Austin) and the University of Texas at San Antonio (UTSA) to develop and codify District badging and micro-credentialing criteria by June 2023. ● Create criteria for badges and micro-credentials that will ensure coding of metadata for transportability under a university provider by May 2024. ● Identify a repository to award and track	Improve support for families in their role as their children's first and most important teacher and role model. Increase family awareness of reading and literacy goals that their child should achieve by a certain age and grade. Increase awareness and utilization of wrap around services for families.

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● Family/Teacher Toolkit ● families & Students Website ● Frontline	badges and micro-credentials earned by May 2024. ● Establish badging and micro-credentialing for students by August 2024.	Increase opportunities for families to engage in continued professional learning that are codified into badges and micro credentials that can be tracked, acknowledged, and lead to workforce opportunities.
9. Expand professional learning experiences, including micro-learning videos, easily accessible via multiple platforms for families for key topics to provide easy access to information, including: ● Safety ● Attendance ● Academic support ● College access ● Immigration ● Family Self-Advocacy ● Social Emotional Learning (SEL) ● Other trainings based on Family input	● Develop a plan for roll-out ● Create process for collecting feedback from families ● Create an exemplary micro-learning video by March 2023. ● Conduct training for all curriculum writers by May 2023. ● Create Phase I micro-learning videos school year 2023-2024. ● Create Phase II micro-learning videos school year 2024-2025.	Families will have access to quality support through short targeted video instruction. Families have a greater sense of knowledge, agency, and voice in their student's educational experience. Student achievement will increase as gaps are closed for students.
10. Develop a Family Week in which we will encourage families to shadow their kids.	● Use existing advisory councils to create a Family Week program during the school year 2023-2024. ● Implement during the school year 2024-2025.	Students are provided with an important scaffold for learning. Teachers more accurately evaluate content knowledge as opposed to language acquisition.
11. Family-led advocacy campaigns to address educational concerns.	● use existing partnership with ImmSchools to create *plática*-style campaigns for Family advocacy school year 2023-2024. ● Implement during the school year 2024-2025.	Families are provided opportunities to give feedback on their child's educational experience. Schools use the information provided for continuous improvements.
12. Meet the unique needs of military-connected students and families by pursuing Texas Purple Star Campus designations.	● Conduct a needs assessment of military connected families.	Support military connected students and their families.

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	- Engage Principals in an overview of the Texas Purple Star Campus program by June 2023. - Conduct professional development for school leaders and staff interested in pursuing the designation for the school year 2023-2024. - Continue to onboard schools each year until all schools are designated by May 2025.	Offer professional development opportunities for staff members on issues related to military-connected students. Increase enrollment of military families in the district. Improved SEL feedback from this student group. Align with the state and national models to support our military families.
13. Solicit feedback from and improve support for families in smaller minority populations, such as African American/Black or Middle Eastern, through a variety of forums and outreach opportunities to better understand priorities and school experience.	- Conduct focus groups for Family feedback is identified for the school year 2023-2024. - Incorporate feedback into family support planning by May 2024.	SAISD will have a deeper understanding of the issues, values, and experiences that are important to families of students in smaller minority populations.
14. Solicit feedback and improve the SAISD Systems of Care website and ensure and include information that families can use to support student learning and access community resources, including a: - Community resource handbook that identifies various support services (e.g., housing, health, legal assistance, domestic violence, etc.) - Mechanism to assist families in obtaining and using library cards - List of free/low-cost recreational options (e.g., city parks, recreation centers, gyms, outdoor sports fields, etc.) in the community - Access to employment related workshops for families	- Conduct focus groups for Family feedback is identified for the school year 2023-2024. - Conduct professional development for FACE Specialists by February 2024. - Conduct professional development for school leaders by March 2024. - Incorporate feedback into Systems of Care by May 2024.	Families will have an improved website of resources that supports families with wrap around services.

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15. Improve communication with families by increasing communication channels, including using: ● Monthly calendar of classroom activities so families know what students are learning ● Quarterly district wide family and community newsletter ● Programs such as Google Voice for Teachers to more regularly communicate with families ● Helplines for families using WhatsApp ● Digital family support groups organized by topic ● District wide Family Fair where families are provided workshops, family activities, performances, food.	● Create a plan for communication working in collaboration with the Communications school year 2023-2024. ● Conduct professional development for FACE Specialists by February 2024. ● Conduct professional development for school leaders by March 2024. ● Incorporate feedback into communications plans by May 2024.	Families will have an improved communication that supports student learning and school connectedness.
16. Provide welcoming spaces for families, including: ● Family Rooms in schools ● Family Center that will serve as a resource hub for families	● Use the Principal and Parent Advisory Councils to develop criteria for the school year 2023-2024. ● Conduct professional development for FACE Specialists by February 2024. ● Conduct professional development for school leaders by March 2024. ● Implement Family Rooms by May 2024. ● Implement a Family Center by May 2025.	Families will have improved resources that support families with wrap-around services.
17. Support families' workforce readiness to improve the economic trajectory for families by offering family training, literacy academies and adult education offerings.	● Plan family training in collaboration with curriculum departments and university partner school year 2023-2024. ● Partner with local entities for marketing these programs by May 2023 to launch by July 2023	Increase in the percent of families successfully completing literacy academies. Increase in the percent of families successfully completing workforce and/or certification courses.

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	- Partner with SAISD's Adult Education Department to market and offer workforce development courses August 2023. - Launch literacy academies January 2024. - Assess impact of our programming on an ongoing basis.	
18. Create a Parent Mentor Program where engaged families act as mentors for other families to increase engagement with compensation for their time.	- Conduct focus groups by October 2023. - Create a curriculum for training by December 2023. - Work with the Human Capital Management Department to determine a rate of pay by December 2023. - Conduct professional development for FACE Specialists by February 2024. - Conduct professional development for school leaders by March 2024. - Implement by May 2024.	Families will be more knowledgeable and connected to their child's education. Student achievement will increase as gaps are closed for students.
19. Create forums to provide specialized support for families, including support for - Grandparents raising grandchildren - Guardians of unaccompanied minors or immigrant parents - Families of children with autism - Families of children with disabilities in early childhood - Families navigating housing insecurity - Teen parents 20. Military-connected families	- Partner with local support agencies by December 2023. - Market opportunities beginning in January 2024. - Implement by August 2024.	Families will be more knowledgeable and connected to their child's education. Student achievement will increase as gaps are closed for students.
21. Establish Parent Teacher Association (PTA) or Parent Teacher Organizations at every campus.	- Create a profile of a high functioning PTA/PTO Spring 2023. - Provide professional development to FACE specialists on how to run effective PTAs by	Families are active participants in their child's education.

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	Spring 2023. ● Create a mechanism for monitoring and evaluating the efficacy of the PTA/PTO by June 2023. ● Solicit families to lead PTA/PTO by September 2023. ● Create a President's Council (PTA president of each campus) to meet quarterly with the Executive Team beginning the school year 2023-2024.	

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Objective B: Empower families to secure the best learning environments for their children by deepening their understanding of SAISD's family of schools, improving equitable access, and aligning schools to family and community needs and interests.

Activity	Timeline	Outcomes
1. Create a district-wide environment of school choice for all schools, ensuring equitable access to all students and prioritizing neighborhood needs.	● Create an open enrollment policy by May 2023. ● Incorporate strategies for increasing open enrollment options school year 2023-2024. ● Implementation by August 2024.	Expand the number of choice school opportunities for families by prioritizing students living within the attendance zone of neighborhood schools. Increase conversion rates for campuses to 90-95% and maintain the rates at 95% each subsequent year.
2. Ensure student stability through removing exclusionary policies and practices so that each student has the opportunity to stay in their school of enrollment.	● Revise administrative procedures by March 2023. ● use the Principal and Parent Advisory Councils to provide feedback by May 2023. ● Implementation by August 2023.	Reduce the number of withdrawals by 5% annually. Increase the opportunity for families to select the option to request to change schools outside of their designated attendance zone based on request. Increase high-quality options for all students.
3. Improve customer experience for students and families/caretakers during the registration and enrollment process by ensuring: ● Standard enrollment calendars and websites for all San Antonio districts and charter schools; ● Extended-hour phone and online support during the registration period; and	● Work collaboratively with schools to create a standard enrollment calendar by March 2023. ● Create structures to allow extended hours by March 2023. ● Create systems for tracking response times by March 2023.	Decrease response time for families. Increase training opportunities for families with the registration/application process.

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	● Improved response times to family queries.		
4. Cultivate community partnerships to enhance enrollment efforts.	● Identify partners who have community relationships by February 2024. ● Establish contracts by May 2024. ● Implement by August 2024.	Increase the number of community-based partnerships to support Tier 3 campuses.

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Objective C: Implement a best-in-class enrollment system that is fair, transparent, efficient, and promotes equitable and diverse school options.

Activity	Timeline	Outcomes
1. Create a welcoming, easy, and transparent enrollment process that is centered on the family experiences, prioritizes equity, and provides access to high-quality options for all students.	● Develop and use the steering committee to provide feedback on the components of the enrollment platform by January 2023. ● use family focus groups to identify barriers by May 2023. ● Launch a revised enrollment process beginning in October 2023.	Reduce the number of steps in the enrollment process. Reduce the number of paper forms to less than 5%.
2. Contract with an all-in-one online enrollment system for all schools - choice and neighborhood (Frontline, SchoolMint, etc.) ● Create a family-centered school finder to allow families the opportunity to view all school options in a centralized and accessible location	● Solicit the RFP for the choice enrollment lottery process, application management, and school finder by February 2023. ● Implementation of the platform by August 2023.	Increase the ability for families to easily identify their home school and information on other district schools. Increase the ability for families to access information about schools by providing the information in their native language (extending language opportunities ex. Pashto, Swahili).

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Objective D: Develop effective support for student recruitment by district and campus staff.		
Activity	**Timeline**	**Outcomes**
1. Develop new district school-level goals for student enrollment and retention monitored by Instructional Superintendents	• Work collaboratively with the district's research department and Instructional Superintendents to set aggressive, but attainable goals by July 2023. • Incorporate feedback into recruitment planning by August 2023.	Increase re-enrollment rates for grades K-12.
2. Create research-based marketing strategies/guidelines, training, and tiered support structures for school staff on student recruitment.	• use strategies and toolkits from national experts by March 2023. • Collaborate with Communications on the development of marketing assets by May 2023. • Develop an action plan by recruiting season 2024.	Strengthen digital advertising and recruitment measures. Increase applicant pool diversity to zip codes beyond a 10-15 mile radius. Increase applications by 5%.

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Component XI:	SAISD will establish real connections between families, staff, and community partners that sustain their humanity and are grounded in respect and acknowledgement of the community, families, cultures and voices.

Objective E:	Create learning opportunities for SAISD families to engage in literacy, mathematical, and technology skills, college and career planning, and postsecondary education to support students' academic needs.

Activity	Timeline	Outcomes
1. Provide a welcome packet to each new family on the benefits and options related to college and career planning, along with post-secondary education options.	● Design the welcome packet school year 2023-2024. ● Implement by March 2024.	Increase in students taking advanced level courses earlier in middle school and high school.
2. Design and publish a dedicated family engagement plan at each school that includes ● Creating a MY Success University program that provides families with tools to prepare their students for high school and postsecondary futures ● Hosting family-student events, such as college tours ● Expanding the *platicá* model for family engagement	● Use existing advisory councils to create a defined plan specific to each grade level by May 2025. ● Publish a draft plan by May 2025. ● Provide professional development beginning June 2025. ● Implementation for the school year 2025-2026.	Students and families are better prepared for decisions that accompany the transition from high school to college and/or career.
3. Assist with parenthood readiness by providing local hospitals with introductory letters from the Superintendent for new families communicating our District's eagerness to serve and share resources via an online repository supporting early learning: ● SAISD resources ● Community resources ● Virtual learning options	● Develop relationships with local hospitals by May 2023. ● Create a web site of resources by December 2023. ● Begin publishing letters January 2024. ● Hire early childhood specialists who can work with families in their homes, conduct professional development and support families and connect them to community	Families will be provided with support for our earliest learners as evidenced by web site and virtual learning usage data. Develop a strong foundation for families related to schooling.

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	resources by May 2024.	
4. Develop sets of high-interest literacy activities accompanied with culturally sustaining texts to distribute to students and families during all school breaks to support 365-day learning.	● Develop a budget, scope, and timeline for purchasing texts and creating literacy activities for the school year 2023-2024 by May 2023. ● Ensure texts and activities are ready for home use during the following breaks: ○ Thanksgiving Break by November 2023. ○ Winter Break by December 2023. ○ Spring break by March 2024. ○ Summer break by May 2024. ● Develop strategies and partnerships to encourage students to engage in literacy activities	Students have reliable opportunities for literacy throughout the calendar year. Families have literacy resources for their students that they may adapt to integrate into their home lives.
5. Develop sets of high-interest mathematics activities accompanied with manipulatives to distribute to students and families during school breaks to support 365-day learning.	● Develop a budget, scope, and timeline for purchasing manipulatives and resources and creating mathematical tasks for school year 2023-2024 by May 2023. ● Ensure manipulatives and tasks are ready for home use during ● Thanksgiving Break in November 2023 ● Winter Break in December 2023 ● Spring break in March 2024 ● Summer break by May 2024 ● Develop strategies and partnerships to encourage students to engage in literacy activities	Students have reliable opportunities for mathematics experiences throughout the calendar year. Families have mathematics resources for their students that they may adapt to integrate into their home lives.
6. Expand student home libraries with culturally sustaining, diverse, and high-interest texts in families' home languages to	● Conduct a needs assessment by May 2023. ● Order and deliver materials by August 2023.	Students are provided with an important scaffold for learning.

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ensure students have access to high-interest text during school breaks to support 365-day learning.	● Embed strategies into professional development school year 2023-2024.	Teachers more accurately evaluate content knowledge as opposed to language acquisition.

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Component XI: SAISD will establish real connections between families, staff, and community partners that sustain their humanity and are grounded in respect and acknowledgement of the community, families, cultures and voices.		
Objective F: Implement attendance strategies that communicate to families and the community the importance and expectations for regular attendance that directly impact student achievement and access to a caring social network.		
Activity	**Timeline**	**Outcomes**
1. Increase the number of retention specialists to allow for two for each network of schools, with one providing full time services to high schools.	• Post positions by May 2023. • Conduct intensive training of retention specialists by July 2023. • Finalize assignments by August 2023.	Increase attendance rates across all schools. Increase attendance rates to 90% for Tier 3 and 4 students.
2. Remove attendance barriers with a focus on students in special populations such as McKinney Vento, special education, or English Language Learners.	• Create a process to systematically evaluate data for special populations by May 2023. • Investigate support structures that are easily accessible to families and schools by July 2023. • Implement support strategies by 2023.	Increase attendance rates to 90% for Tier 3 and 4 students.
3. Refine the system for generating evidence-based approaches to reducing chronic absenteeism and increasing the number of days students have access to learning opportunities.	• Consult with national experts by March 2023. • Create a toolkit of resources for schools by August 2023.	Reduce the number of students in Tier 3 (60%-69%) and Tier 4 (0-59%).
4. Develop a student mentorship program to ensure that all students have access to a caring adult mentor: • Phase 1: Ensure that Tier 4 students attendance rates (0-59%) have access to an adult mentor • Phase 2: Ensure that Tier 3 students attendance rates (60-69%) have	• use evidence-based research to create a structure for district-wide mentoring with a planning year beginning school year 2023-2024. • Create an asset map of external organizations currently mentoring in SAISD by May 2023. • Develop a far-reaching recruitment model that uses organizations across San Antonio	Improve attendance rates to above 94%. Improved students' sense of belonging.

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access to an adult mentor
● Phase 3: Ensure that Tier 2 students attendance rates (70-79%) have access to an adult mentor
● Phase 4: Ensure that Tier 1 students attendance rates ((80-90%) have access to an adult mentor
	(businesses, non-profits, universities, etc.) and matches them to the specific school and student needs by December 2023.
	● Establish a Student/Mentor matching framework that uses multi modal mentoring models to ensure community support is present to interact with students (this may look different across the district) by December 2023.
	● Develop a mandatory training curriculum that explains the importance of mentors, tips for interactions, and establishing meaningful relationships by January 2024.
	● Create a student mentorship department by January 2024 and staff with:
	  ○ Director
	  ○ 3 Coordinators
	  ○ 6 Specialists
	● Launch new cohorts of mentors each year beginning school year 2024-2025 and each year thereafter:
	  ○ Phase 1 2024-2025
	  ○ Phase 2 2025-2026
	  ○ Phase 3 2026-2027
	  ○ Phase 4 2027-2028	

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Objective G: Create a new SAISD division that aligns the offices of communications, family and community engagement, and legislative affairs to cohesively and impactfully convey information to all the district's internal and external stakeholders.

Activity	Timeline	Outcomes
1. Recruit, hire and onboard a Chief of Communications, Family and Community Engagement/External Affairs to oversee the new division.	• Create mission and goals for the Division of Communications, Family and Community Engagement/Legislative Affairs by March 2023. • Finalize organizational chart, review job descriptions, and fill director vacancies in Family and Community Engagement and Legislative Affairs by March 2023. • Develop department and individual goals by July 2023.	A fully staffed division with clear purpose and goals.

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Objective H: Strengthen SAISD's brand narrative by ensuring the district's communications to stakeholders support its identity as a destination district.		
Activity	**Timeline**	**Outcomes**
1. Refresh the district and campus websites to support clear and transparent communications that support the district's brand and communications so they impart key benefits of learning and working in SAISD.	● Ongoing communications with the intention of maintaining SAISD as a destination district through targeted media pitches, advertisements, and social media/digital marketing. ○ Incorporate the concept that in San Antonio ISD our *familia* has a shared purpose of dreaming big for their children. ● Develop criteria for developing a compelling story at every school ● Create a website redesign team by December 2022. ● Launch a new web design by June 30, 2023. ● Incorporate, as possible, within the school improvement planning process on a trial basis by June, 2023, and annually thereafter.	Evidence that families and community members recognize and understand a shared purpose of dreaming big for their children. Evidence that families and community members recognize and understand their school's compelling story.
2. Refine the system of gathering community input in order to continually improve the experiences of all stakeholders including procedures and protocols that offer multiple ways to gather and use community input and to communicate how input was incorporated	● Community input plan developed by May 2023.	A developed set of inclusive and transparent practices that make all stakeholders feel a part of the decision-making processes of the district.

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Component XII: Excellent Schools in Every Neighborhood

Component XII: All SAISD families will have equal access to high-quality school options, including open enrollment and neighborhood schools, aligned to family demand and in close proximity to their homes.

Objective A: Produce consistent, transparent, actionable, and publicly reported data on school quality and community demand.

Activity	Timeline	Outcomes
1. Update and fully implement an aligned performance improvement system for SAISD as well as all departments and schools that (a) is aligned to Board Goals and Guardrails, (b) district profiles of thriving students, employees, and schools, (c) exceeds minimum state expectations, (d) is integrated into district data systems and school improvement cycles, and (e) widely used by the Board, SAISD staff, schools and the community to inform school decisions.	● Incorporate all aligned and required measures that inform SAISD's performance improvement system, also referred to as a School Performance Framework (SPF), into SAISD's data warehouse by May 2023 ● Share SPF for 22-23 with schools by September 2023 in order to inform and update school planning for SY 23-24 ● Re-engage schools and community for further updating of SPF to align with board goals and guardrails and thriving schools profiles by June 2024. ● Develop autonomies and differentiated supports aligned to SPF by June 2024. ● Fully implement updated SPF during the 2024-2025 school year.	SAISD has a school quality measurement tool that provides all relevant and usable data to district leaders, schools, and families. High performing schools are empowered with additional autonomy through the SPF (e.g., budget, staffing, curriculum, PD, calendar, etc.). School supports for lower performing schools are prioritized, transparent, consistent, and effective.
2. Conduct in-depth market research on family demand for school models with SAISD and non-SAISD families, including a Vision Week (an intensive city-wide community engagement strategy).	● Partner with the Growth and Development Committee to create short and long term plans for assessing family demand for school options by June 2024. ● Conduct market research on family demand for school models, which may include a Vision Week (intensive city-wide community engagement event) by December 2024.	Increased district understanding of family demand for school models and programming through quantitative and qualitative data.

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3. Build a publicly accessible database of innovative practices at SAISD and comparable districts to support the replication of new strategies at SAISD schools and in the central office.	● The Office of Strategy and the Data Operations and Services Department assesse current databases and capacity and create a project plan by December 2023. ● Engage focus groups of database "customers" (campus and district staff) to inform database design by March 2024. ● Conduct research on existing innovative practices at SAISD and comparable districts to inform initial launch of the database by May 2024. ● Finalize database and process for ongoing sourcing of strategies and communicate to staff by August 2024. ● Create a cycle of sharing innovative practice as well as aligned professional development tied to those practices by August 2024.	A community of campus and district staff who are actively engaged in learning and sharing innovative practices. As examples, these practices could include new parent engagement or student recruitment strategies, new ways of assessing students' social emotional readiness, strategies for reducing paperwork and non-instructional duties for teachers, or innovative student field experiences and internships, etc.

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Component XII: All SAISD families will have equal access to high-quality school options, including open enrollment and neighborhood schools, aligned to family demand and in close proximity to their homes.		
Objective B: Design and support high-quality schools aligned to research, academic and organizational data, and community demand.		
Activity	**Timeline**	**Outcomes**
1. Align School Planning Process to School Improvement processes and 5-year board goals and guardrails, and use the process to determine intensive school actions based on quality seats analysis, with both long-term goals and annual priorities.	• Align all school planning activities to school improvement processes by April 2023. • Update quality seats analysis to incorporate board goals and guardrails, thriving school profiles, and community feedback data by June 2023. • Conduct quality seats analysis in Summer 2023 and make recommendations for school actions. • Develop draft school action recommendations with the Executive Team by August 2023. • Conduct extensive community engagement on school action recommendations in Fall 2023. • Announce all school actions for the 2024-2025 school year by November 2023.	Authentic community engagement was conducted for all intensive school actions, including school redesign, restart, consolidation, or closure. Through annual school planning, SAISD will increase the percentage of schools rated A or B by the Texas Education Agency in every neighborhood and increase the utilization of all schools.
2. Partner with national experts to re-envision the Annual Call for Quality Schools to create new and redesigned schools, both charter school and traditional district schools, aligned to identified needs though school planning.	• develop vision for redesigned Annual Call by May 2023. • Secure funding for new vision by July 2023. • Design new Annual Call by December 2023. • Kickoff redesigned Annual Call by February 2024. • Conduct school design and community engagement process in Spring-Summer 2024. • Propose new and redesigned schools for Board approval by December 2024.	A clearly defined, well understood (by staff and community), research-based process for generating new and redesigned school models aligned to community needs.

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	● Process continues on an annual basis.	
3. Use the redesigned Annual Call for Quality Schools to recruit top quality educators both from inside and outside of SAISD to launch new and redesigned district schools.	● Secure funding for redesigned Annual Call, supporting staff by July 2023. ● Partner with Teacher Advisory Council and Principal Advisory Council to generate profiles of entrepreneurial leaders and recruitment strategies by November 2023. ● Finalize communication and recruitment strategy by December 2023. ● Begin recruiting internal and external leaders to apply for redesigned Annual Call by January 2024. ● Secure funding for innovative grants for new and redesigned district schools through the Annual Call by March 2024.	Generate at least 3 high quality applications from internal and external educators, including Teachers, to create new and redesigned school options for SAISD families based on need.

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Objective C: Implement high-quality authorizing practices for in-district charter and Senate Bill 1882 partnership schools.		
Activity	**Timeline**	**Outcomes**
1. Improve and increase the amount of stakeholder engagement (as managed by the partner and school) at charter and Senate Bill 1882 partner schools.	● Analyze all staff and family feedback from the charter school renewal process by April 2023. ● Based on feedback, conduct additional research and focus groups to identify gaps in current engagement strategies by July 2023. ● Partner with campus staff to generate ideas for improved staff engagement related to charter schools by July 2023. ● Propose new strategy for staff and family engagement by September 2023.	Increase family awareness of charter schools and 1882 partnerships by X% over baseline (to be established with December 2022 survey). Increase net promoter score of charter and partner schools by X% over baseline (to be established with December 2022 survey).

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	● Implement new strategies beginning with the school year 2023-2024 charter renewal cycle and continuing on an annual basis.	
2. Redesign 1882 partner school contracts and financial structure to provide partner schools with the autonomy intended by Texas statute, while remaining responsive to SAISD administrative and community expectations.	● Provide transparent budgets to partners using FY22 information byApril 2023. ● Determine which district services are non-negotiable and which are opt-in/opt-out including the costs and tradeoffs by April 2023. ● Design new funding structures and budget allocation processes by May 2023. ● Propose updated partnership agreements that include legally required autonomies and a phased implementation of opt-in/out services by July 2023. ● Implement new funding structure and budget allocation processes to align with updated partnership agreements by December 2023.	Updated partnership agreements that increase transparency and sustainability for campus-level budgets and partnerships and align to state law. Clear menu of opt in/opt out services and realistic implementation timelines.
3. Develop and publish detailed autonomy guidance for charters schools, with clear district processes and procedures.	● Work with SAISD department staff and partner leaders to identify key autonomies and district guardrails by May 2023. ● Clarify management and oversight structures, roles, responsibilities and processes by May 2023. ● Codidy all legally required autonomies and autonomies agreed to between the district and partners, as well as district guardrails, into written guidance document by August 2023 ● Conduct training for partners and department staff on autonomy guidance by October 2023	Each SAISD department will be aware of and have given feedback on autonomy guidance through training, individual engagement or department-wide meetings. Autonomy guidance published to all partners and at least annually updated as implementation of systems and processes are improved.

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4. Restructure oversight of all 1882 partner schools with a new Office of Charter Schools that serves as charter authorizer and ongoing school support, allowing the district's Office of School Leadership to focus resources on non-charter schools.	• Partner with school leadership, Executive Team, and 1882 partners to propose a new structure for partner support by May 2023. • Develop new or revised job descriptions for all staff in the Office of Charter Schools by July 2023. • Develop new administrative procedures and guidebooks for charter school oversight and support by December 2024.	All SAISD in-district charter schools and 1882 partners have dedicated, responsive support from the central office and clear guidelines for operating schools.

Component XII: All SAISD families will have equal access to high-quality school options, including open enrollment and neighborhood schools, aligned to family demand and in close proximity to their homes.

Objective D: Ensure all San Antonio ISD children attend a school that has the resources necessary to prepare them to succeed at school and in the future.

Activity	Timeline	Outcomes
1. Develop a Maximizing Learning Plan to ensure all children attend a school that offers learning opportunities that prepares them to thrive and succeed.	• Build upon the profiles of a thriving students, employees and schools described in I.A above, which will offer a foundation for understanding necessary resources including, school size, staffing, instructions materials. Profiles will be drafted in Spring 2023 and completed by August. • Establish the Growth and Development Committee comprised of family, staff, community and student representatives by February 2023 to: ○ Ensure any decision for school closures or consolidation is not made for the community but rather with the community through multiple avenues for engagement (focus groups, town halls, surveys, etc.)	A quality school system based on equity, access and achievement: • Free up resources invested in smaller schools to ensure all students attend a high-quality campus • More enriched curricular and extracurricular offerings to students by combining resources • Improved student outcomes • Modern facilities • Efficient operational systems A school system able to balance its commitments to academic excellence for all students and career opportunity for all employees. As a system, San Antonio ISD will be better able to:

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	- ○ Study the district landscape analysis and its future implications for learning and financial sustainability ○ Study declining enrollment challenges on students, Teachers, leaders and financial outlook ○ Conduct an analysis on schools that do not meet the standards outlined in the profile ○ Share responsibility and decision making with the larger community and enlist their efforts in problem solving ○ Develop criteria for school closures ○ Provide a set of recommendations ● Establish a Rightsizing Task Force with community leader representatives from each Board of Trustee district by May 2023 to analyze recommendations from the Growth and Development Committee, conduct further community engagement, and present final recommendations to the Board of Trustees ● Develop an initial proposal by September 2023. ● Create a District Coaching Team to review and provide feedback on the initial proposal by October 2023. ● Release revised plan for larger community input. ● Conduct community information meetings, surveys, town halls During November 2023. ● Present finalized plan to Board by December 2023.	● Attract and retain talent with comprehensive and coherent compensation and career development opportunities. ● Link district professional development with specific career development opportunities, especially to employees who are committed to San Antonio ISD. ● Offer improved and consistent working conditions, including class size, resources, planning time and teacher workload. A sustainable school system with a solid financial outlook that is more responsive to the taxpayers' investment.

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2. Implement a comprehensive communication strategy to ensure transparency and fairness.	● Provide the community and the media ongoing and consistent information about the process, timeline, access to data, and information.	

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