

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
<p>1. Create profiles of thriving students that outline standards at each milestone of the educational journey from pre-K through 12:</p> <ul style="list-style-type: none"> ● Knowledge ● Skills ● Dispositions 	<ul style="list-style-type: none"> ● 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. 	<p>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.</p> <p>Profiles of thriving students will be used to:</p> <ul style="list-style-type: none"> ● 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. <p>Teachers will collaborate with families on grade-level outcomes by reviewing profiles with families during Fall family-teacher conferences each year.</p>
<p>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:</p> <ul style="list-style-type: none"> ● Novice 	<ul style="list-style-type: none"> ● Use existing advisory councils and related stakeholder groups to develop standards anchored in research starting in March 2023. <ul style="list-style-type: none"> ○ Align to SAISD professional development pathways based on years of experience. ● Collaborate with the Urban League and ImmSchools to design a human-centered 	<p>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.</p> <p>Profiles of thriving Teachers will be used to:</p> <ul style="list-style-type: none"> ● Develop tools for recruiting, interviewing, and hiring candidates for employment during each

<ul style="list-style-type: none"> ● New to SAISD ● Career 	<p>community engagement process to review drafts by July 2023.</p> <ul style="list-style-type: none"> ● Review final drafts and implement by August 2023. <ul style="list-style-type: none"> ○ Identify and communicate what has been added to and removed from a teacher’s “plate” or job-related responsibilities. ● 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. 	<p>hiring season, which begins annually in February</p> <ul style="list-style-type: none"> ● 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 <p>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.</p> <ul style="list-style-type: none"> ● Profiles will be linked to professional development pathways, offering teachers customized options and resources for professional growth.
<p>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:</p> <ul style="list-style-type: none"> ○ 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 ○ 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 <ul style="list-style-type: none"> ■ Social and emotional learning that creates a 	<ul style="list-style-type: none"> ● 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. ● 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. 	<p>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.</p> <p>Profiles of thriving classrooms are used to:</p> <ul style="list-style-type: none"> ● 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

<p style="text-align: center;">connected classroom community</p> <ul style="list-style-type: none"> ○ Student agency ○ Critical thinking ○ Reasoning 		
<p>4. Create profiles of thriving school leaders that outline standards for the knowledge, skills, and dispositions of equity-centered leaders.</p> <ul style="list-style-type: none"> ● Instructional superintendents ● 1882 Partner leaders ● Principals ● Assistant Principals 	<ul style="list-style-type: none"> ● 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. ● 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. 	<p>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.</p> <p>Profiles of thriving equity-centered leaders will be used to:</p> <ul style="list-style-type: none"> ● 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 <p>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.</p>
<p>5. Create profiles of thriving schools that outline the essential traits of successful and equity-centered schools:</p> <ul style="list-style-type: none"> ● Safety ● Facilities ● Social and emotional learning ● Academic, co-, and extra-curricular offerings <ul style="list-style-type: none"> ○ Core ○ CTE ○ Fine Arts 	<ul style="list-style-type: none"> ● 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 	<p>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.</p> <p>Profiles of thriving schools are used to:</p> <ul style="list-style-type: none"> ● Ensure that students attend high quality schools ● Determine services to school through the annual School Planning process each Fall ● Design and approve academic programming

<ul style="list-style-type: none"> ○ Athletics ○ LOTC/ROTC ● Staffing <ul style="list-style-type: none"> ○ Traditional ○ Special Programs <ul style="list-style-type: none"> ■ Dual Credit ■ Newcomer ■ Disability Services ■ Dual Language ● Support services <ul style="list-style-type: none"> ○ Health ○ Library ○ Instructional (Instructional Coaches and Academic Deans) ○ Professional Development ● Wrap-around services <ul style="list-style-type: none"> ○ Family and community engagement (FACE Specialists) ○ Social services support 	<p>standards, and explore the range of options for meeting standards and select and implement them by August 2024.</p>	<p>through the annual Course Convention process each November</p> <ul style="list-style-type: none"> ● Determine staffing each February ● Allocate resources through the annual budgeting process each Spring ● Determine the need for contracted services 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
<p>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:</p> <ul style="list-style-type: none"> ● Timely ● Seamless ● Coherent ● Effective 	<ul style="list-style-type: none"> ● 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. 	<p>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.</p> <p>Profiles of a thriving Central Office are used to:</p> <ul style="list-style-type: none"> ● 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 facilities.

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
<p>1. Reorganize Senior Team Assistant Superintendents into six Instructional Superintendent Networks:</p> <ul style="list-style-type: none"> ● Align support by level (ES, Academy, MS, HS) ● Increase collaboration among School Support Teams (SST) ● Realign school operations to allow instructional superintendents to support instruction 	<ul style="list-style-type: none"> ● Develop a profile of a thriving Instructional Superintendent by February 2023. ● Finalize organizational structure by March 2023. ● Create job descriptions and post new roles by April 2023. ● Create evaluation tools by April 2023 ● Complete hiring by May 2023. ● Provide professional development to new teams by August 2023. 	<p>Reorganization aligning instructional support to schools in order to ensure goals identified in the thriving profiles are met.</p>
<p>2. Establish a support team for schools that will work with the Deputy Superintendent to support schools in the following areas:</p> <ul style="list-style-type: none"> ● Safety & security ● Student discipline ● Family engagement 	<ul style="list-style-type: none"> ● 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. 	<p>Reorganization will increase operations support to schools in order to ensure goals identified in the thriving profiles are met.</p>
<p>3. Create support teams that align with Instructional Superintendent Networks. Each team will include:</p> <ul style="list-style-type: none"> ● Math Instructional Specialist ● Reading Instructional Specialist ● Science Instructional Specialist ● Social Studies Instructional Specialist ● Bilingual Instructional Specialist ● Disability Services Specialist ● Retention Specialists ● Research Specialist ● Technology Specialist ● HCM Talent Partner ● Equity Specialist 	<ul style="list-style-type: none"> ● Develop an instructional support model by February 2023. ● Determine supervisory structure by March 2023. ● Provide professional development to teams by August 2023. ● Align support teams to Instructional Superintendents by July 2023 with full teams in place by July 2024. 	<p>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.</p>

<ul style="list-style-type: none"> ● Cultural Relevance and Responsiveness Specialist ● Restorative Justice Specialist 		
<p>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:</p> <ul style="list-style-type: none"> ● Academic ● Career ● Personal ● Social 	<ul style="list-style-type: none"> ● 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. 	<p>Reorganization will align instructional support teams and increase coherence of services to schools.</p>
<p>5. Reorganize the various curriculum departments under a unified CCMR umbrella:</p> <ul style="list-style-type: none"> ● CCMR/Post-Secondary Initiatives ● Curriculum, Instruction, and Assessment ● Bilingual/Dual Language ● Disability Services ● Learning & Compliance Support Services 	<ul style="list-style-type: none"> ● Finalize organizational structure by March 2023. ● Determine supervisory structure by April 2023. ● Implement a new structure by July 2024. 	<p>Reorganization will align instructional support teams and increase coherence of services to schools.</p>