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 childhood specialists who can work with families in their homes, conduct professional development and support families and connect them to community resources by May 2024.	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 April 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 institutions for collaboration.	• Conduct a needs assessment by March 2023, including a catalog of partners
	• Determine methods of measurement by March 2023
	• Plan for implementation of training created in collaboration with curriculum departments and university partners.
	   ○ Plan for teacher and instructional assistant training to begin August 2023.
	   ○ Plan for teacher and instructional assistant training to begin August 2024.
		Increase in the percent of toddlers meeting criteria in physical health, early cognition and language, and social-emotional-behavioral development.
		
		Produce a public-facing catalog of early learning partners.

	○ Plan for ongoing teacher training ● Begin serving external daycare providers by the start of the school year 2024-2025.	
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 revised RLA, SLAR, and ESL instructional framework for the 2023-24 school year. ● 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.

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: 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	• Publish revised RLA, SLAR, and ESL instructional framework for the 2023-24 school year by August 2023. • Begin ongoing professional development on the instructional frameworks by 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.
2. Enhance the curriculum by creating planning guides and daily lesson sequences that model 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 include text that is:	• Develop a budget, scope, and timeline for writing district curriculum by May 2023. • Ensure curriculum resources are in place for every school for the first semester by August 2024. • Ensure curriculum resources are in place for every school for the second semester by	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.

● Culturally sustaining ● Diverse ● Challenging	January 2025. ● Begin ongoing professional development on the curriculum by May 2024.	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 for close reading in digital and print form.	● Conduct a needs assessment by May 2023, including determining the need and desire for a common district curriculum.
	● Order and deliver materials by August 2023.
	   ○ Embed content into professional development by August 2023.
	   ○ Embed content into curriculum by August 2023.
		More effective implementation of the RLA, SLAR, and ESL frameworks.

4. Create 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	● 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 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.	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. 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
	● 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. Create 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.
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 Formal Education (SIFE).	- 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. - 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.	Teachers will have materials designed to meet the language, literacy, academic, social-emotional needs of newcomer students. 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 reading/writing each day in grades 6-8 and use the High School Reading I, II, and III classes to double block ELAR 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 deliver materials by August 2023. - Embed strategies into professional development school year 2023-2024.	Students are provided with an important scaffold for learning. Teachers can more accurately evaluate content knowledge as opposed to language acquisition.
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.	- 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.

13. 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.
14. 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. ● Ensure adequate training exists for all reading buddies by June 2024. ● Order and deliver materials by May 2024. ● Begin reading buddy program by August 2024. ● Embed strategies into professional development beginning January 2024.	Students are provided with an important scaffold for learning that results in increased student achievement as measures on STAAR/STAAR EOCs. .
15. Identify mentor texts from science and social studies to make cross-curricular literacy connections and build background knowledge across all subjects.	● Develop a budget, scope, and timeline for integrating mentor science and social studies texts into the science, social studies, and curriculum by May 2023. ● Ensure curriculum resources are in place for every school by August 2024. ● Begin ongoing professional development on the curriculum by May 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.
16. Establish a set of core cross-curricular strategies to be used by non-literacy Teachers to support the reinforcement of reading, writing, and content-based language instruction across all contents/subjects.	● Codify research-based, culturally sustaining strategies and routines that enhance literacy in the content areas by May 2024. ● 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	Non-literacy Teachers will be supported by district-wide professional development and coaching in strengthening their use of literacy instruction. Students are provided with consistent habits of mind that support critical thinking, reading, and writing in the disciplines.

	2024.	
17. 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.
18. 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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Objective C: 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	- Use the Mathematics Advisory Council and invite participants by March 2023. - Publish the revised mathematics instructional framework by April 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 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		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 planning guides and daily lesson sequences that model the foundational principles of revised mathematics framework and that are aligned to grade level standards and back-mapped from college and career readiness standards and include text that is: ● Culturally sustaining ● Diverse ● Challenging ● Extensions and activities to close learning gaps	● Develop a budget, scope, and timeline for writing of district curriculum by May 2023. ● Ensure curriculum resources are in place for every school by August 2025. ● Begin ongoing professional development on the curriculum by August 2025.	Students engaged with a curriculum that is reflective of them as learners and adequately prepares them for high level mathematics. 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
	● Conduct a needs assessment by May 2023.
	● Order and deliver materials by August 2023.
	  ○ Embed content into professional development by August 2023.
	  ○ Embed content into curriculum by August 2023.
		More effective implementation of the mathematics frameworks.

4. Create 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	● 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	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.

● 7-Steps ● Kagan Cooperative Learning Structures	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.	Total participation instructional strategies will be evident in all classrooms.

5. 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
	● 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 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.

6. Create 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 all 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 and promotes progress toward college-readiness or post-secondary transition goals.	• Embed high use, standards- aligned supports into instructional frameworks and practices for all mathematics courses by August 2023. • 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.	All students with IEPs receive a challenging curriculum. 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. • Create 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.
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 March 2023. • Communicate the final decision of the committee to all stakeholders by May 2023.	Grade 7 honors students will receive instruction on Grade 8 TEKS that will better prepare them for upper-level mathematics and college readiness.

	• 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.	
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.	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 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 during the 2023-2024 school year. • Design and develop curriculum for the institute by May 2024. • 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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Objective D: Mathematics for African American/Black Students - Remove institutional barriers that lead to uneven progress for African American/Black students and prevent them from accessing college-ready mathematics curriculum.

Activity	Timeline	Outcomes
1. Identify and eliminate root causes of institutional barriers to equity within SAISD for African American/Black students, families, and teachers, especially in mathematics classrooms.	• Work with the Mathematics Advisory Council to identify institutional barriers and develop strategies to eliminate or mitigate them during the school year 2023-2024. • Inform the SAISD plan by collaborating with	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.

- Build a climate that promotes racial justice and high expectations - Increase African American/Black voices and representation in curriculum - Ensure identification of gifted African American/Black students - Address cultural biases - Center the voices of African American/Black students - Building partnerships with African American/Black families and community leaders - Mitigate the impact of homelessness through support from McKinney-Vento services.	national consultants during the 2023-2024 school year. - Develop an implementation plan by August 2024. - Develop a family support plan by August 2024. - Begin training all mathematics Teachers by August 2024. - Continue to monitor 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. 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 2023. - Based on data gathered and student input, develop practices, activities, and structures to improve sense of belonging by May 2023. - Implement recommendations from existing advisory councils by December 2023.	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 create a 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 May 2023. - Establish a student-mentor matching framework that uses multi-modal mentoring models to ensure community support is present to interact with students by December 2023.	Increased sense of connection to school. Increased support for academic and social development. Improve attendance rates and students' sense of belonging.

4. Design and deliver professional development that challenges unconscious bias and other types of bias that lead to low expectations for African American/Black students.	• Consult with national experts in Equity, Diversity, and Inclusion by May 2023.
	• Use the Equity Advisory Council to develop a course syllabus for professional development for all SAISD staff SY 2023-2024.
	• Use the Equity Advisory Council to monitor data quarterly beginning April 2023, 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.

5. 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 2023-2024. • Use the Equity Advisory Council to monitor data quarterly, including the disproportionate use of exclusionary discipline beginning April 2023.	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.
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 data quarterly, including special education by demographic group beginning April 2023.	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.
7. Eliminate barriers that lead to under identification of African American/Black	• Work with the GT department to evaluate testing schedules and identification processes	Increase the number of African American/Black students identified as gifted.

students in Gifted and Talented (GT) classes.	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.	Improve equitable access for African American/Black students to GT and advanced coursework.

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: 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 ● Close reading and analytical writing development through the use of a science journal ○ Data collection ○ Analytical/Presentational writing ○ Reflective writing ● Content-based reading and writing	● Use the support of Academic Deans and Instructional Coaches and invite participants by March 2023. ● Publish the revised science instructional framework by April 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. Students are able to demonstrate their knowledge and skill as evidenced by an increase in STAAR/STAAR EOC scores.

	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.		
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 in all science 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 all science courses by August 2024.	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 planning guides and daily lesson sequences that model the foundational principles of revised science framework and that are aligned to grade level standards and back-mapped from college and career readiness standards and include text that is: ● Culturally sustaining ● Diverse ● Challenging	● Develop a budget, scope, and timeline for writing of district curriculum by May 2023. ● Ensure curriculum resources are in place for every school by August 2025. ● Begin ongoing professional development on the curriculum by August 2025.	Students engaged with a curriculum that is reflective of them as learners and adequately prepares them for a high level of scientific learning. 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
		● Conduct a needs assessment by May 2023.
		● Order and deliver materials by August 2023.
		  ○ Embed content into professional development by August 2023.
		  ○ Embed content into curriculum by August 2023.
			More effective implementation of the science frameworks.

● Manipulatives		
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 May 2023. ● Select new materials and resources by December 2023. ● Purchase new materials and resources by December 2023. ● Implement professional development for new materials and resources by May 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 resources.	● Gather a quote from a vendor (Region 20 Living Science) to determine district-wide purchase amount for ongoing K - 12 services by March 2023. ● Submit for approval and purchase order number by June 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.	The ordering process will be rolled out consistent with the proposed timeline. 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 2023. ● Organize and inventory all materials available in storage; dispose of outdated science materials by August 2023. ● Initiate full operation of the Science Instructional Materials Center by school year 2023-2024.	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.

8. Create 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
	● 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. 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
	● 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. Create 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 the 2023-2024 and 2024-2025 school years. ● 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 by August 2024. 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	● Identify resources during the school year 2023-2024. ● Work with pilot Teachers during the school year 2023-2024. ● Provide professional development	All Teachers will have supports that can be used to better support students whether at, below, or above grade level.

need of enrichment through structures such as: ● Targeted Whole Group ● Differentiated instruction ● Small group instruction ● High-dosage tutoring ● Extended learning	opportunities for Teachers during the school year 2024-2025.	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 across all science 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 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. 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.	● Embed linguistic support into daily science lessons, including in formative and summative assessments, beginning in August 2024. ● Write daily science lessons in Spanish for dual language science courses in grades K-12th grade, including dual credit and AP courses, beginning in 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.

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: 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 that encourage: ○ 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	● Use the support of Academic Deans and Instructional Coaches and invite participants by March 2023. ● Publish the revised social studies instructional framework by April 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 planning guides and daily lesson sequences that model the foundational principles of revised social studies framework and that are aligned to grade level standards and back-mapped from college and career readiness standards and include text that is: ● Culturally sustaining ○ Contextualizing students' history and community, and	● Develop a budget, scope, and timeline for writing of district curriculum by May 2023. ● Write curriculum during the 2023-2024 ● Ensure resources are in place August 2024 ● Ensure curriculum resources are in place for every school by August 2025. ● Begin ongoing professional development on the curriculum by August 2025.	Students engaged with a curriculum that is reflective of them as learners and adequately prepares them for high level social studies. Teachers have strong curricular materials that they use to personalize for their students. Equitable instructional material is used so that mobile learners can thrive.

is demographically and geographically informed ● Diverse ● Challenging		

3. Select high-quality instructional materials, which includes identifying culturally sustaining resources:
● Digital
● Print
● Realia
● Manipulatives
	● Conduct a needs assessment by May 2023.
	● Order and deliver materials by August 2023.
	  ○ Embed content into professional development by August 2023.
	  ○ Embed content into curriculum by August 2023.
		More 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 January 2024.	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.
5. Integrate annual activities to build awareness and practice the voting and election process.	● Hold grade-level appropriate mock elections to correspond with May and November 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 a 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.	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.

	● Partner with community organizations to promote civic engagement.	
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 August 2023. ● Develop the instructional framework for Ethnic Studies courses by January 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 2024. ● Began professional development for the Honors middle school social studies curriculum in August 2024. ● Provide ongoing support for the implementation of the Honors middle school social studies curriculum through instructional coaching and professional learning networks by August 2024.	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.
8. Create 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	● 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. Create opportunities for Teachers to engage in professional development specific to using the physical environment for learning ● Learning walls ● Scaffolds and reference supports	● 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-	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.

○ Anchor charts ○ Sentence frames/stems ○ Word walls ● Workstations	2025. ● Conduct professional development with all 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 classrooms.
10. Create 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 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.
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.

Activity	Timeline	Outcomes
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 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. Non-literacy Teachers will be supported by district-wide professional development and coaching in strengthening their use of literacy instruction.
14. Integrate anchor texts to make cross-curricular literacy connections and build background knowledge across all social studies courses/subjects.	● Develop a budget, scope, and timeline for integrating anchor social studies texts into the social studies and curriculum by May 2023. ● Ensure curriculum resources are in place for every schools 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 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 G: 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
1. Establish and expand interest-driven, student-led clubs and organizations that promote	● Conduct a needs assessment in order to identify the barriers preventing more clubs	Create an official list of student-led clubs and organizations by schools that include but not limited

enrichment and learning, self-improvement, leadership, community engagement and service.	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.	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.
2. Monitor the academic and social emotional well-being of students in co- and extra-curricular programs and when appropriate, connect students to needed resources.	● Provide training opportunities ● Identify indicators and create reports by June 2023. ● Implement sponsor reports by Spring 2024.	Improve students behavior, attendance, and academic outcomes. Improve sponsors' awareness of students' needs and challenges.
3. 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.
4. 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.
5. Provide support for master scheduling to address access to fine arts, athletics, and JROTC programs.	● 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 guidance school year 2024-2025.	Increase the number of students who have access to programs by reducing avoidable scheduling conflicts.

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: 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, 1882 partnerships). Ensures all students have access to similar high-quality course offerings. Ensures continuity of programming for students.
2. Establish vertical alignment of student expectations and experiences to support the implementation and outcomes of Advanced Placement (AP) courses at the secondary level.	● Develop honors level curriculum for middle school and 9th/10th grade courses with clear articulation of skills and content to support AP courses by May 2024. ● Host AP Summer Institutes, annually beginning June 2024. ● 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 2026. ● Participate in the College Board Mentoring program for Teachers who are in years 1-3 of teaching the course by May 2024. ● Laying the Foundation training and curriculum implementation for every MS and 9th/10th grade teacher by January 2025.	Students who take the AP exam earn a qualifying score. SAISD scholars enter college with more credits, leading to less debt and greater opportunity to persist through completion of postsecondary endeavors.
3. Create 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	Increase in the number of students graduating with a degree through ECHS or P-TECH programs.

	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 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.
4. 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. ● 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.	Exceed 50% of students graduate with 9+ hours of dual credit. Underserved student groups demonstrate an increase in dual credit attainment.
5. 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.
6. 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	● 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	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.

looking holistically at all indicators including grades, aspirations, and teacher recommendations for placement in advanced courses, internships, and other college ready experiences.	of steps to postsecondary entry using SchooLinks by providing quarterly reports to be monitored in October, January, April and June of each year.	Improved CCMR outcomes for students.
7. 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 grade level in preparation to earn the Texas Seal of Bilingualism and Biliteracy in high school.	● 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 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.	Increase in emergent bilingual students graduating college and career ready in alignment with state standards. Underserved student groups demonstrate an increase in dual credit attainment.

8. 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 2023:
	  ○ 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).

Activity	Timeline	Outcomes
9. 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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Objective I: 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 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.	• 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 navigate graduation policies, and transition into post-secondary goals of certification, trade school, or college by May 2024.	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.
2. Define standards for counselors and other school personnel to meet high expectations in	• 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.

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.	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 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. ● 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.

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Objective J: 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	● 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.

college and career exploration, including:
    ○ Flexible schedules
    ○ Distance learning
    ○ College tours		

2. Develop strategies to engage middle years students by: ● Expanding district-wide 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.	● 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.	Students and families are better prepared for decisions that accompany the transition from high school to college and/or career.
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 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 starting with the 2025-2026 school year.	Students and families are better prepared for decisions that accompany the transition from high school to college and/or career.

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Objective K: College Readiness Measures - Ensure all students meet college and career ready metrics.

Activity	Timeline	Outcomes
1. Create 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. ● Begin school-based academies in February 2024. ● Conduct summer academies in June and July	Increase the number of students who can access Dual Credit courses. Increase the number of college-ready students by graduation. Improved college and career readiness outcome-based funding.

Activity	Timeline	Outcomes
	of each year.	
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 support 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 L: 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
1. Create an integrated Work-based Learning (WBL) plan for each high school by grade level for all student groups.	- 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.	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	Establish program criteria by May 2023 that includes academic and attendance incentives.	Students will have multiple WBL experiences before graduation.

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 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 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 M: 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 deliver materials by August 2023. ● 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.	Students are provided with an important scaffold for learning. Teachers more accurately evaluate content knowledge as opposed to language acquisition.

	● Measurement of effectiveness will be measured on BOY survey data and BOY MAP will be conducted annually by December of each year.	
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. ● Measurement of effectiveness will be measured on BOY survey data and BOY MAP will be conducted annually by December of each year.	Recent immigrant students will have additional opportunities for extended learning to ensure they are on track when the school year begins.

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
		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.

	● Spring break in March 2024 ● Summer break by May 2024	
5. Implement specialized STEAM Summer learning programming for Kindergarten-3rd grade students that accelerates learning of foundational mathematical and literacy skills.	● Develop curriculum and professional development for school year 2023-2024 ● Implement Summer programming by June 2024. ● 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 in early grades participating in STEAM. 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.