Component IV: Nurturing Social and Emotional Environments

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

Objective A: Educate all students in healthy, safe, supportive, nurturing and enriching environments in every school and classroom.

Activity	Timeline	Outcomes
1. Establish practices, activities, and structures that create opportunities at school that lead to a sense of belonging for all students.	- Use the District Student Advisory Council to understand students' sense of belonging, engagement, and solicit students' perspective through multiple forms of engagement (surveys, focus groups, etc.) by June 2023. - Based on data gathered and student input, develop practices, activities, and structures to measure and improve sense of belonging by August 2023. - Implement recommendations from task force by December 2023.	Improved sense of belonging. Improved attendance.
2. Determine barriers to African American/Black students' sense of belonging and representation and establish practices, activities, and structures that support African American/Black students specifically.	- Use the Student Advisory Committee to understand students' sense of belonging, engagement, and solicit students' perspective by January 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. Earn district and campus kindness certifications to increase sense of belonging and overall campus climate.	- Pilot national kindness certification with established criteria by June 2023. - Incorporate kindness activities into annual plan by June 2023, including: - Random Acts of Kindness Week - Annual SEAD Showcase	Increased sense of belonging and overall campus climate. Development of social emotional skills around kindness and empathy. Improved attendance.

		Decrease in bullying incidents.
4. Establish a district standard for creating schoolwide and classroom management plans based on the principles of positive behavior intervention and support (PBIS) and restorative practices.	● Set standards for the development of schoolwide and classroom management plans which are revised annually by July 2023. ● Set standards for schools to establish common area expectations and classroom rules which are taught or reinforced on a consistent basis beginning August 2023.	Consistent schoolwide and classroom behavior management practices are observed in every space across the school. Campus demonstrates common language, schoolwide rules, and common area expectations.
5. Create micro-learning videos for staff and community via multiple platforms that provide guidance on how to develop a safe, supportive, and nurturing environment. ● Inviting classrooms ● Classroom peace areas ● Peace rooms ● Classroom management ● School climate and culture	● Additional videos added based on specific needs identified annually by July 2023.	Reduction in discipline referrals to office. Increase in graduation rate.
6. Ensure the use of peace areas at every school to keep students who are experiencing heightened emotions included in their classroom community through the use of classroom peace areas.	● Classrooms have peace areas by May 2025.	Students learn and use self-regulation tools. Increase classroom instructional time. Reduction in the number of school fights. Reduction in the number of office discipline referrals.
7. Explore and develop a plan to implement peace rooms at all middle schools	● Use the District Student Advisory Council Committee to gather feedback and recommendations through multiple platforms. ● Complete recommended plan, May 2024. ● Develop projected budget, May 2024.	Students learn and use self-regulation tools. Increase classroom instructional time. Reduction in the number of school fights. Reduction in the number of office discipline referrals.
8. Restructure health services to ensure that every campus has daily access to a Registered Nurse (RN), Licensed Vocational Nurse (LVN), or health assistant.	● Evaluate the district recruitment and retention plan for nursing staff and determine what adjustments should be made to decrease RN and LVN vacancies by August 2023. ● Evaluate the use of health assistants to temporarily fill vacancies and to fill in for	There will be no more than 3 RN or LVN vacancies and 0 vacancies each subsequent year. Annually, nurses will not be pulled from campuses to cover nurse absences at other campuses.

	nurses that are absent by August 2023.	
9. Respond to influences in the environment that may lead to problematic student behavior or risk to student safety by creating SEL lessons to address them that schools can implement in their classrooms, including topics related to: ● Drugs/vaping ● Cyberbullying ● Social media threats/challenges	● Provide a minimum of one lesson per grading period each school year, with greater frequency to target specific issues as needed beginning March 2023. ● .	Engage a minimum of 200 families in 2023-24 and each subsequent year engage a minimum of 1000 families.

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

Objective B: Evaluate all students annually to determine their acquisition and growth of social emotional skills.

Activity	Timeline	Outcomes
1. Develop a district-wide system for measuring the growth and acquisition of social emotional readiness skills: ● Identify or develop an instrument with student feedback to determine students' social emotional readiness ● Administer the selected measure of social emotional readiness to gain baseline data and determine the District standards for performance ● Implement the selected social and emotional readiness measure to determine the percent of students who meet the SAISD Standard for Social and Emotional Readiness ● Analyze performance and design a strategic plan to improve areas of social and emotional skills deficit ● Implement the social and emotional readiness measure and adjust curriculum, training, and support as needed based on the performance	● Use the District Student Advisory Council Committee to assess instruments through multiple forms of engagement (surveys, focus groups, etc.) by May 2023. ● Identify an instrument by May 2023. ● Administer measure to gain baseline data by June 2024. ● Analyze performance annually by June. ● Adjust curriculum, training, and support annually by August.	Instrument is selected and funding secured for administration. Students demonstrate an increase in social and emotional readiness as compared to the previous year.

data		
2. Create a process to inform and educate families of students' emotional readiness as measured by the adopted district-wide system.	● Identify an instrument by May 2023. ● Implement by October 2023.	Instrument is selected and funding secured for administration. families receive updates on student progress both academically and socially and emotionally.

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

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

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

Component IV: SAISD is committed to the social, emotional, and academic development (SEAD) of the whole child through the integration of SEAD into the educational experience in support of positive outcomes for students.		
Objective C: Foster social, emotional, and academic development (SEAD) of the whole child using frameworks and instruction such as social emotional learning (SEL) curriculums, restorative practices, and positive behavior intervention and supports (PBIS).		
Activity	**Timeline**	**Outcomes**
	annually by May.	Campus performance on the Tiered Fidelity Inventory meets 70% or higher for restorative practice and/or PBIS.

Component IV: SAISD is committed to the social, emotional, and academic development (SEAD) of the whole child through the integration of SEAD into the educational experience in support of positive outcomes for students.		
Objective D: Implement a comprehensive, equitable, and positive school climate and culture plan at all schools.		
Activity	**Timeline**	**Outcomes**
1. Ensure schools have a written comprehensive culture and climate plan that includes: ● Student voice ● Social Emotional Learning ● Restorative Practices ● Cultural awareness ● Rituals and routines ● Transitions ● Leadership and agency ● Growth mindset ● Schoolwide rules and common area expectations ● Classroom management plans ● Safety and threat assessment	● District staff create standards with stakeholder input by October 2023. ● Use existing advisory councils to review standards by October 2023. ● Campus Leadership Teams (CLT) design campus plans by August 2024 ● Staff is trained on plan annually as part of the Campus Improvement Plan by the first day of school each subsequent year.	Increase in positive school climate. Improved student and staff attendance. Decrease of office discipline referrals. Students learn and use self-regulation tools.
2. Solicit feedback from students in grades 3-12 on their perceptions of school safety, sense of belonging, teacher-student relationships, equity at school, and students' skills across social awareness and self-management.	● Select a tool for soliciting feedback by May 2023. ● Administer annually by May.	Increase of student perceptions of SEL skills and school climate by 25% over 3 years as compared to the baseline year and maintain thereafter.

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