



SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

STRATEGIC PLAN

(OUR LOCAL INNOVATION PLAN UNDER HOUSE BILL 1842)

MARCH 24, 2016

A Message from the Superintendent of Schools

March 24, 2016

Dear SBISD Students, Families and Staff,

From my first day in Spring Branch ISD, I knew this was a special place. I rapidly discovered why – SBISD serves a diverse, supportive community deeply committed to its children. In turn, our community values our school district and our dedicated employees – the teachers, leaders and staff who passionately share this deep commitment to our children. These two assets – **community and people** – are foundational to SBISD’s legacy of excellence and innovation as well as its promise for the future.

While this legacy has earned SBISD a strong reputation as a leader across the State of Texas, a comprehensive review of our district confirms that we are not yet developing each of our children to his or her maximum potential. We have outstanding exemplars and bright spots across the system, yet thousands of our children are not succeeding. Our Moral Compass affirms that this is not acceptable. We cannot and will not be satisfied until each and every one of our graduates attains the T-2-4 success he or she so richly deserves. **So, we must respond. We must be different. We must be better.**

But, how? **In SBISD we are perfectly designed today to achieve the results we are achieving.** This observation, based on a reflection of post-World War II engineer William Edwards Deming, guides our thinking about the future. Like school systems across the nation, we have held tight to traditions of our past. The structures of school, from our agrarian-centric calendar to seat-time requirements, have changed little in the past 100 years. In a world where modern advancements are transforming nearly every aspect of our lives at breakneck speed, where our children are digital natives, and where what we know may no longer be as important as how we learn, our learning environments still resemble schools from a century ago. So, we must ask – **Are we really designed to effectively meet the educational needs of Every Child?**

We are fortunate to serve a community that values education, is empowered to ask tough questions and expects and encourages continuous improvement. When the Texas Legislature passed House Bill 1842 (HB 1842) in June 2015, leaders across our community quickly realized the potential in SBISD becoming a District of Innovation, a new designation made possible under the law. This Strategic Plan, required under HB 1842, represents the best thinking that occurred across the last seven months as parents, trustees, students, educators, and community members considered leveraging HB 1842 to maximize our possible answers to the question, **“What If?”**

What if we could utilize HB 1842 to enact true local control? What if we could capitalize on that autonomy to better design personalized learning environments? What if we could think differently about time? What if we could personalize the learning experience for every student, staff member and family to propel SBISD forward as a vibrant learning community? What if, as a result of his or her SBISD experience, **Every Child** achieves T-2-4 success?

This Strategic Plan serves as our Local Innovation Plan in accordance with HB 1842. This plan represents our **commitment** to Every Child, every family and every employee of SBISD as we boldly reconsider what education can and should be for our children. It represents our commitment to better designing learning environments and delivering learning experiences that value and build on the individual talents, needs, interests, and aspirations of Every Child. It also is our commitment to nurture the strengths, gifts and development of our employees, our families and our community in new and bold ways while holding fast to our Core Values. **Our children deserve it. Their future demands it.**



Scott R. Muri, Ed.D.
Superintendent of Schools

TIMELINE

Two important milestones occurred nearly simultaneously in early Summer 2015: The 84th Texas Legislature passed House Bill 1842 (HB 1842) on June 16, and two weeks later, on July 1, Dr. Scott Muri assumed the leadership of SBISD as the district’s new Superintendent of Schools. As Dr. Muri began a comprehensive process to identify SBISD’s priority needs and areas of opportunity, the **benefits of leveraging HB 1842** to maximize the district’s response quickly became evident. Dr. Muri presented the opportunity of the newly-enacted legislation to the SBISD Board of Trustees at their Board Workshop on September 15, 2015. Subsequent actions, outlined below, align with both **HB 1842 mandated requirements** and SBISD’s long-standing commitment to **community engagement**.

SBISD HB 1842 STRATEGIC PLAN (LOCAL INNOVATION PLAN) DEVELOPMENT TIMELINE	
September 28, 2015	<ul style="list-style-type: none"> SBISD Board of Trustees unanimously adopted resolution for Spring Branch ISD to initiate the process of designation as a District of Innovation under HB 1842.*
October 26, 2015	<ul style="list-style-type: none"> SBISD Board of Trustees held a Public Hearing to consider development of a Strategic Plan (Local Innovation Plan) for designation as a District of Innovation under HB 1842.* SBISD Board of Trustees approved a Strategic Planning Committee to develop a Local Innovation Plan (Strategic Plan) for designation as a District of Innovation under Section 12A.001 of HB 1842.*
October 1, 2015 November 5, 2015 December 3, 2015 January 7, 2016 February 4, 2016 March 3, 2016 April 7, 2016	<ul style="list-style-type: none"> SBISD District Improvement Team or DIT (the District-Level Committee under Section 11.251 of the Texas Education Code) met monthly to conduct its regular business.* The DIT monthly agenda included a strategic planning update and related discussion.
November 9, 2015	<ul style="list-style-type: none"> SBISD Board of Trustees approved membership for the SBISD Strategic Planning Committee to develop a Strategic Plan (Local Innovation Plan) under Section 12A.002 of HB 1842.*
November 12, 2015 November 19, 2015 November 30, 2015 December 1, 2015	<ul style="list-style-type: none"> SBISD hosted four Community Meetings at district high schools to inform community about the District of Innovation opportunity associated with HB 1842.
November 16, 2015 December 10, 2015 January 14, 2016 February 18, 2016 March 22, 2016	<ul style="list-style-type: none"> Strategic Planning Committee met five times to develop Strategic Plan (Local Innovation Plan).*
March 24, 2016	<ul style="list-style-type: none"> Strategic Plan (Local Innovation Plan) posted on SBISD website for public view and comment for at least 30 days in accordance with Section 12A.005 of HB 1842.*
March 28, 2016	<ul style="list-style-type: none"> SBISD Board of Trustees will consider and vote to notify the Texas Education Agency (TEA) Commissioner of their intention to consider and vote on Strategic Plan (Local Innovation Plan).*
March 29, 2016 March 31, 2016 April 5, 2016 April 14, 2016	<ul style="list-style-type: none"> SBISD will host four community meetings at district high schools during public comment period to seek public input and feedback on the Strategic Plan (Local Innovation Plan).
April 21, 2016	<ul style="list-style-type: none"> SBISD District Improvement Team (DIT) will hold a public meeting to consider and vote on the Strategic Plan (Local Innovation Plan) under Section 12A.001 of HB 1842.*
April 25, 2016	<ul style="list-style-type: none"> SBISD Board of Trustees to consider and vote on the Strategic Plan (Local Innovation Plan) under Section 12A.001 of HB 1842.*
Ongoing	<ul style="list-style-type: none"> Staff will continue to provide SBISD Board of Trustees with weekly updates through their Friday Notes (weekly information packets) and at all Board Workshops & Regular Meetings.

*Required by House Bill 1842

STRATEGIC COMMITMENTS, PRIORITIES AND PROCESS

BUILDING ON OUR STRENGTHS

This Strategic Plan (our Local Innovation Plan), which will guide us for the next five years, builds on SBISD's strongest assets – **our supportive community and our people** – and is undergirded by our sustained commitment to:

- **The Spring Branch Way** – SBISD's Five Core Values:
 - Every Child
 - Collective Greatness
 - Collaborative Spirit
 - Limitless Curiosity
 - Moral Compass
- **Spring Branch T-2-4** – Our district goal aims to ensure every SBISD graduate successfully completes some form of higher education – a Technical Certificate, Military Training, or a 2-year or 4-year degree.
- Our **Beliefs** that a Great School System:
 - Builds on the strengths and gifts of each child;
 - Provides students from poverty the same opportunities for success after high school as students from non-poverty homes;
 - Instills in every student the belief that he or she can achieve more than he or she thinks possible; and
 - Ensures that every adult in the system is committed to the successful completion of some form of higher education for every child.

PRIORITIES FOR GROWTH AND IMPROVEMENT

The Strategic Plan addresses **10 priorities for growth and improvement** to enhance and transform the learning experiences and outcomes for students, families, staff and the district as a whole. These priorities were identified through Dr. Muri's 90-Day Look, Listen and Learn Tour, a review of student performance data, and the input of thousands of SBISD stakeholders over a multi-month series of community and staff meetings, one-on-one conversations, and surveys. **These identified priorities are:**

Spring Branch ISD – Priorities for Improvement:

1. Overall Student Performance

Every Child matters. Some of our children are thriving, others are not. We must increase student achievement for all students system-wide. Overall student achievement has remained somewhat flat, and economically disadvantaged students as a group (approximately 20,000 students) are performing below their peers across the state and Houston area (Region IV), based on 2015 STAAR results.

2. English Language Learners

We must increase student achievement for our students who are English Language Learners (ELL). As a group, these children (approximately 12,000 students) are performing below their peers across the state and Houston area (Region IV), based on 2015 STAAR results.

3. Pursuit of T-2-4

We must have a clear plan to reach T-2-4 success for Every Child, and we must heighten focus on the “T” opportunities for our students.

4. Data & Accountability

We must improve the system’s use of data to better inform continual improvement. We must use relevant, real-time, actionable data to better inform ongoing instructional decisions.

5. Parental Involvement

We must expand parental involvement and engagement and increase capacity so that all parents are equipped and empowered to be involved in the education of their children.

6. Communication & Collaboration

We must increase opportunities for collaboration across the system. We must also improve internal communications platforms.

7. Organizational Clarity

We must improve organizational clarity through a defined system of autonomy and clearly defined roles, responsibilities and decision-making protocols.

8. Leadership

We must better define and develop leadership pathways and opportunities across the organization and nurture the growth of leadership skills at all levels.

9. Talent

We must recruit, develop and retain extraordinary people.

10. Finances & Resources

Given the district’s ongoing financial challenges resulting from the state’s public school finance system, we must thoughtfully align resources to the outcomes we seek.

THE STRATEGIC PLANNING COMMITTEE

These findings were presented by Dr. Muri to the Board of Trustees in October 2015. Subsequently, the Board of Trustees appointed the Strategic Planning Committee (The Committee), a broad-based stakeholder team of approximately 90 students, parents, community members and staff. **The Committee was tasked with developing this Strategic Plan** to address the identified strategic focus areas and to consider how leveraging HB 1842, and the increased flexibility and local control it affords, would improve the district’s likelihood of accomplishing T-2-4 success for every student.

From these 10 growth areas emerged three overarching themes, and the Committee divided into subcommittees aligned to the three themes. Each was aided by an internal Design Team of staff to serve as their “research and development” supports. The SBISD senior staff was tasked with developing a fourth, internally focused theme to assure strong, clearly defined frameworks, systems and structures leading to a sound organizational foundation.

Taken together, the four Strategic Themes of this Strategic Plan are:

- **Learning Ecosystem**
 - *The student learning environment, including both traditional school and “beyond school” time*
- **Extraordinary People**
 - *The care and development of every SBISD employee*
- **Customized Supports**
 - *The people, places, partners, programs and processes that provide students, families and staff with personalized resources*
- **Resilient Foundation**
 - *The specific initiatives and actions that improve interdependent aspects of the District and are foundational to the success of the plan*

PERSONALIZATION – AN OVERARCHING FRAME

The same conversations and feedback loops that identified the growth areas also illuminated a key finding – **our 20th-century, one-size-fits-all approach is not effectively meeting the needs of our 21st century students.**

Thus, the Committee was specifically asked to think about its work through the lens of **personalization** using the U.S. Department of Education’s definition of personalization as follows:

Personalized learning refers to instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) all may vary based on learner needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated.

Through this lens, the Committee began with one clear objective: ***ensure T-2-4 success for every student through personalization.***

That objective, however simple to state, is multifaceted in nature. **There is not another school district in Texas that looks quite like Spring Branch ISD.** We proudly acknowledge the vast diversity of our students, our families, our communities and our schools. Each student is unique. Each family is unique. Each school serves a truly unique community, and each employee is distinctive, too. **Each deserves a personalized, customized experience.** For this reason, it is imperative that we utilize the opportunity to become a District of Innovation as afforded by the State of Texas through House Bill 1842. As a District of Innovation, we will have the opportunity to enact maximum local control and design local policies as needed to best meet the needs of our students, employees and community. This personalized approach to local governance matches the intentions of this plan as we seek to better personalize our learning environments to match the needs of our students and staff.

At the same time, we recognize that external factors such as the engines of our economy, tools of technology and access to all the knowledge of the world via the internet are changing faster every day. As the world around us continues to evolve, so do our students, our employees and our families. **For these reasons and more, we**

must evolve, too. We must be different. We cannot teach tomorrow as we taught today. To be steadfast in our commitment to our strategic priorities and nimble enough to continually learn and grow, **we must have the local control and flexibility to be responsive to the needs of Every Child – Every Learner.**

The personalized approach called for by this Strategic Plan will require **transformational systemic change** over time. The district hopes to leverage HB 1842 to maximize flexibility as we move toward optimal learning experiences for Every Child. Similarly, as we grow as a learning organization, the district needs freedom and flexibility to **leverage our continual learning to assure continual improvement.** Thus, while our Strategic Themes and the direction they provide will not change over time, the iterative nature of our learning as we execute on these strategies suggests that our means of achieving them may change. Thus, this is intended to be a dynamic driver for continuous learning and improvement.

THEMES AND STRATEGIES

The work that will occur under the four Strategic Themes of this Strategic Plan will transform SBISD into a more personalized, more effective, strategically aligned school system for our students, employees and families. The themes and strategic priorities under each theme set the course and define the focus to **improve outcomes** for students, **strengthen the employee experience, and better customize supports** for students, staff and families.

The strategic priorities were developed using the Stanford Design Thinking model to (1) understand the current state, (2) answer the question, “What If?” to define the ideal state, (3) ideate to develop as many possible responses to bridge from current to ideal and then (4) scale back to arrive at the best strategies to “move the needle” most effectively in each area.

Each of the themes below is designed to improve the personalized nature of our district. Through the opportunities associated with becoming a District of Innovation (HB 1842), we will be able to better design elements of our district according to the **localized needs** of our students, staff and community.

For students, personalization involves creating a **student-centered learning ecosystem** that matches their individual needs with unique learning experiences designed to maximize their academic growth. For our employees, personalization includes efforts to recruit, hire, develop and retain talented educators and support personnel through a more **customized approach to professional development** within a culture of opportunity that leverages flexibility.

For our families, our personalized approach specifically works to design support structures that **align people, programs, places, partners and processes** to the specific needs of our students and their families. Together, this personalized environment, bolstered by the opportunities associated with becoming a District of Innovation, will enhance the growth and development of our students, employees and community.

LEARNING ECOSYSTEM

The Learning Ecosystem affirms that we know more today than ever before about how students learn and that **Every Child’s learning journey is different** based on his/her unique skills, interests and learning styles. It also affirms that while SBISD has many bright spots where students experience rigorous and engaging instruction,

SBISD **needs a coordinated system** to assure all students have access to these experiences. In order to bring personalized learning to life, an **articulated, shared belief system about teaching and learning, and systemic capabilities and infrastructure** is needed.

Learning Ecosystem strategies move SBISD to a **student-centered, personalized learning environment** for Every Child within and beyond the school day and school walls. This learning environment is **competency based** where mastery is clearly defined and students are self-directed learners. When we achieve a competency-based environment, students will advance upon mastery and will be empowered through explicit, measurable, transferable learning objectives. Assessment will be meaningful and a positive learning experience for students, and they will receive timely, differentiated support based on their individual learning needs.

The strategies assure **teachers are supported** through a viable curriculum focused on priority standards, a digital learning environment capable of assessing, informing and supporting customized instruction, a robust technology infrastructure that enables anytime-anywhere learning, and the personalized professional development to grow educator skills. A common language and shared beliefs about teaching and learning will unify the work within a **strong collaborative culture**.

Learning Ecosystem Strategies:

- **Targeted, Dynamic Learning**
 - Develop a guaranteed and viable curriculum that includes identified, prioritized standards for each content area and that fosters competency-based expectations and reporting structures.
 - Partner with campus leaders and teachers to recognize, define and create a professional learning culture that ensures effective teaching in every learning environment resulting in personalized learning experiences for our students.
 - Create authentic conditions that foster student agency (autonomy and advocacy) so that students become accountable in their learning.

- **Systems, Structures & Resources**
 - Identify skills that empower and equip teachers to develop a personalized learning experience for Every Child.
 - Develop personalized learning environments and resources designed to support and enhance anytime-anywhere learning.
 - Build a robust, reliable technology infrastructure that supports personalized learning in an effort to further empower learners within and beyond the traditional school day.
 - Identify and provide digital resources in support of an efficient and impactful personalized learning environment.
 - Cultivate a marketplace of digital learning resources designed to promote personalized learning and support teacher effectiveness.
 - Transform the utilization of traditional spaces to better support individualized needs within a flexible learning environment.
 - Investigate flexible uses of time to foster individualization as well as personalization.

- **Ethos**
 - Develop a common understanding and belief system around terms, practices and resources related to a personalized learning environment.
 - Collaboratively work to better identify and address the individualized needs of students within a safe, interdependent learning community of professionals.

EXTRAORDINARY PEOPLE

The care and development of our Extraordinary People – our employees, from our bus drivers and support personnel to our classroom teachers – is central to the success of our students. **Extraordinary People strategies focus the system to recruit and retain the best talent to support students in a more personalized environment.**

Embedded in this is the essential concept that every SBISD employee will grow and develop based on his or her needs and professional goals through a more customized professional development approach within an opportunity culture that leverages flexibility. Increased creativity and flexibility in our staffing, compensation and benefits plans will support attracting and retaining the right people to move us forward.

Extraordinary People Strategies:

- **Personalized Professional Development**
 - Create experiences for new employees that connects them to the culture and vision of SBISD, leading them to long-term commitment to our students and community.
 - Provide opportunities for staff to customize their professional development to enhance their professional path as they support the district’s goals.

- **Recruitment & Retention**
 - Adapt recruitment methods to align with current and future needs and an evolving marketplace.
 - Create opportunities, experiences, and pathways for professional growth that result in increased employee retention and a strong sense of pride in employment in SBISD.

- **Resources**
 - Move toward staffing plans that allow leaders to determine the best use of allocated resources in a way that provides maximum flexibility.
 - Study compensation plans to develop a system that allows flexibility and aligns with the goals of the district.
 - Explore traditional and non-traditional benefit options that would be valued by employees.

CUSTOMIZED SUPPORTS

Customized Supports address how the system designs, deploys and aligns the myriad **people, programs, places, partners and processes providing vital services and personalized resources** for our highly diverse community of students, staff and families. While there are exemplary supports across the system, there are gaps in their availability, uneven access to them, and often, a one-size-fits all rather than individualized approach. The

Customized Supports strategies move the system toward a **clearly communicated, aligned marketplace of offerings, heightened emphasis on employee supports and improved access to information**. Infrastructure is a strategic priority to assure facilities, transportation and technology are strategically aligned to maximize education, engagement, experiences and access.

Customized Supports Strategies:

- **Engagement, Empowerment & Experiences**
 - Expand inclusive family engagement, education and support services.
 - Further develop comprehensive, holistic support services for current, future and former students.
 - Enrich the employee experience with expanded services, perks, incentives and recognitions.
 - Purposefully align partnerships, volunteer programs and community resources to district priorities.

- **Access**
 - Identify and develop resource “Clusters” that network community and district supports.
 - Develop interactive identification, referral, and delivery tool(s) to link stakeholders to supports.
 - Develop and implement communications plans and information platforms and heighten focus on internal communications.

- **Infrastructure**
 - Increase multi-functionality, adaptability and versatility of facilities to accommodate more customized experiences.
 - Leverage community transportation options to increase accessibility to resources, services, and opportunities.
 - Expand connectivity so that students, staff and families can fully benefit from and utilize digital resources.

RESILIENT FOUNDATION

The Resilient Foundation drives **maximum organizational effectiveness** through consistency, transparency, soundly aligned and clearly understood structures and processes, and robust, accessible actionable data and analytics tools. The Resilient Foundation **undergirds the other three strategic themes** to assure SBISD successfully achieves transformational change.

Resilient Foundation Strategies:

- **Organizational Autonomy**
 - Define and operationalize a shared vision for organizational autonomy that better defines the roles and responsibilities associated with district-level support services and school-based decision making processes.
 - Align district practices, processes and resources to the organizational autonomy structure.
 - Support decision making practices through ongoing access to research and resources.

- **Research & Development as an Engine of Innovation**
 - Catalyze an organizational culture of continuous improvement through innovative research, design and development.
 - Incubate, scale, and disseminate actionable learning practices and structures throughout the district.
 - Develop rapid and rigorous evaluation practices to assess progress of designed initiatives.

- **Inputs & Indicators to Inform Instructional Design**
 - Develop a robust platform of measures to include a variety of indicators gained through formative, interim and summative practices.
 - Develop district-wide data analysis practices to more effectively inform ongoing instructional planning efforts.
 - Provide students, staff, leaders, parents and community with access to understandable, timely, and relevant indicators of progress.

- **Enhanced School Support Structures**
 - Implement organizational structures that provide schools with optimal levels of developmental support to meet their individualized needs.

- **School Improvement Through Design**
 - Provide schools (staff and community) with the research, flexibility and structures necessary to consider campus-specific needs and readiness in relation to redesigning elements of the school that necessitate improvement.
 - Cultivate a support structure of internal specialists and external experts that will work collaboratively with schools to redesign elements in need of improvement.

- **Policy Engagement Process**
 - Develop and implement a policy embedded, open and transparent process for public engagement in Board policy development.
 - Adopt policy changes that implement an exemption from a provision in the Texas Education Code by an affirmative vote of two-thirds of the membership of the Board.

MEASURES OF SUCCESS

Measuring T-2-4 Success for Every Child

The SBISD Strategic Plan prioritizes student outcomes in alignment with our district’s commitment to T-2-4 success for Every Child. We define T-2-4 as successful completion of a Technical certification, Military training, or a 2-year or 4-year degree. While T-2-4 success for Every Child is a priority, it is an outcome measured four to six years after students graduate from our high schools.

By definition, T-2-4 is a lagging indicator and is the composite outcome of thousands of hours of formal education and experiences. SBISD is committed to **regularly assess**, through multiple measures, whether or not each student, each school and the system as a whole is progressing at an optimal rate in alignment with future T-2-4 success. Thus, the district will identify and commit to **multiple measures**, including **leading indicators** that

are predictive, actionable and drive improvement and alignment of the system. We also will identify and commit to **longitudinal measures** so that we can assess change over time. Additionally, **project-specific measures** may be defined. Data from these multiple measures will provide our Board and community with a clear understanding of how our district, in alignment with our strategic direction, is progressing.

Every SBISD employee is accountable for the results of our students and our school district. Our forthcoming measures of success will reflect our collective commitment to the academic success of Every Child and the successful implementation of this Strategic Plan.

SBISD AS A DISTRICT OF INNOVATION

Districts of Innovation and Exemptions from Provisions of the Texas Education Code under House Bill 1842

House Bill 1842, passed in the 84th Texas Legislative Session, provides **an unprecedented opportunity** for Texas public school districts to challenge the status quo. As a District of Innovation, Spring Branch ISD will be able to implement our Strategic Plan with the **increased flexibility and freedom necessary to personalize learning experiences and move Every Child toward T-2-4 success.** An essential tenet of personalization is that every child experiences school differently. In a way, personalization provides a unique “school” for Every Child. Thus, **we must have the ability to make important educational decisions for our students at the local level.**

We must also be able to **maximize our responsiveness** to our community’s vision for the future. As we developed this Strategic Plan, our community helped us dream of the school district they want for their children. They affirmed the importance of being responsive as the world around us continues to evolve. They affirmed that the 14 to 15 years children spend in our system necessitate bold dreams to prepare them for a world that does not yet exist. As we begin turning our community’s dreams for their children into reality, we must be positioned to **minimize the barriers** that could otherwise preclude us from doing our best work on their behalf.

Our Strategic Priorities will require SBISD to evolve, to think radically differently about such critical systemic components as how we are organized, how we deliver instruction, how we recruit and retain top talent, how we engage and support our families, what experiences we provide and how we grow continually as a learning organization. **To think differently, we must be able to respond differently.** Leveraging the freedom and flexibility afforded as a District of Innovation will assure we are empowered to do so.

Under HB 1842, districts may identify certain requirements imposed by the Texas Education Code (TEC) “that inhibit the goals of the plan and from which the district should be exempted on adoption of the plan. . .” Because SBISD’s Strategic Plan, its Local Innovation Plan, is comprehensive and touches numerous areas in the TEC, and because SBISD seeks to maximize local control of educational decisions for students, SBISD seeks exemption from all permissible provisions of the TEC as allowed in the statute. HB 1842 lists some of the TEC from which SBISD may not be exempt. In addition, SBISD’s Strategic Plan does not seek exemptions from other TEC provisions. The TEC provisions SBISD does not seek exemption from are as follows:

- 1) A state or federal requirement, imposed by statute or rule, applicable to an open-enrollment charter school operating under the TEC, Chapter 12, Subchapter D, including, but not limited to, the requirements listed in the TEC, § 12.104(b);

- 2) TEC, Chapter 11, Subchapters A, C, D, and E, except that SBISD may implement an exemption from the TEC, § 11.1511(b)(5) and (14) and § 11.162;
- 3) TEC, Chapter 13;
- 4) TEC, Chapter 25, Subchapter A, §§ 25.001, 25.002, 25.0021, 25.0031, and 25.004;
- 5) TEC, Chapter 28, §§ 28.002, 28.0021, 28.0023, 28.005, 28.0051, 28.006, 28.016, 28.0211, 28.0213, 28.0217, 28.025, 28.0254, 28.0255, 28.0258, 28.0259, and 28.026;
- 6) TEC, Chapter 29, Subchapter G;
- 7) TEC, Chapter 30, Subchapter A;
- 8) TEC, § 30.104;
- 9) TEC, Chapter 34;
- 10) TEC, Chapter 37, §§ 37.006(l), 37.007(e); 37.011, 37.012, 37.013, and 37.020;
- 11) TEC, Chapter 39;
- 12) TEC, Chapter 41;
- 13) TEC, Chapter 42;
- 14) TEC, Chapter 44, §§ 44.011, 44.002, 44.003, 44.004, 44.0041, 44.005, 44.0051, 44.006, 44.007, 44.0071, 44.008, 44.009, 44.011, 44.0312, 44.032, 44.051, 44.052, 44.053, and 44.054;
- 15) TEC, Chapter 45, §§ 45.003, 45.0031, 45.005, 45.105, 45.106, 45.202, 45.203;
- 16) TEC, Chapter 46;
- 17) A provision of Title 2 of the Texas Education Code establishing a criminal offense.

Over time, the District will phase in implementation of the Strategic Plan/Local Innovation Plan and, therefore, phase in implementation of the exemptions from the TEC and any related regulations. In most cases, activation of exemptions from the TEC will require the revision of SBISD policies. SBISD will implement an enhanced local policy development process that is rigorous, transparent, and inclusive of stakeholder input. Policy changes that activate an exemption from a provision in the TEC will be approved by a two-thirds affirmative vote of the membership of the Board of Trustees, as reflected in the Resilient Foundation section of the plan. Once District of Innovation status is achieved, SBISD will continue compliance with all current TEC statutes and related regulations, and all current District legal and local policies. Unless and until the SBISD Board of Trustees takes action to enact a particular exemption from the TEC and related regulations, nothing changes in the District's compliance with state laws and local policies. If and when, during implementation of this Strategic Plan/Local Innovation Plan, the Board takes action to activate an exemption under HB 1842, the fact that SBISD is enacting an exemption as a District of Innovation will be clearly noted in the legal and local policies affected. A list or index of exemptions enacted as a District of Innovation will be kept in Policy AF(LOCAL) – INNOVATION DISTRICTS.

SBISD has determined that TEC 12A.007 inhibits the goals of its Strategic Plan/Local Innovation Plan that the District have maximum local control over the education of its students, maximum flexibility to adapt to the needs of its student population, and maximum flexibility to effect implementation of the Plan by incremental adoption of Board policies to implement and activate specific exemptions permitted by law. In particular, SBISD has determined that regarding each such implementing policy as an "amendment" to the Plan is inconsistent with the overall Plan design and would require an unwieldy and time-consuming process that is not in the best interests of the District's students. Therefore, SBISD specifically exempts itself from the requirements of TEC 12A.007, to the extent that this section of the TEC would require the approval by the district-level committee or comparable committee of any policies that the SBISD Board of Trustees may adopt by an affirmative vote of two-thirds of the membership of the Board to implement and activate specific exemptions permitted by law during the term of this Plan.

CLOSING

The direction provided by this Strategic Plan as the Local Innovation Plan is an important step forward to ensure SBISD develops and supports our students, employees and families in a **more personalized, more effective and strategically aligned way**.

Moving our system toward the more personalized environment our students deserve will enable us to better prepare them according to their individualized needs and their unique gifts and talents so that **Every Child is equipped to attain T-2-4 success**.

Through HB 1842, SBISD will be positioned to leverage increased flexibility to make the best decisions for our children because we will be able to make them locally. Propelled forward by our collective commitments as a community in support of our children, we look forward to the journey ahead to ensure that Every Child achieves his or her unique and optimal potential.

Our children deserve it. Their future demands it.