Spring Branch
Independent School District

District Improvement Team
Thursday, November 3, 2022
5:00 – 7:00 pm

Via Zoom:
https://springbranchisd.zoom.us/j/94316441509?pwd=MW1NaURiSTZseEZ1UXIoWnV0YTVZdz09

AGENDA

Welcome and District Update	Kristin Craft, Associate Superintendent for Academics and Linda Buchman, Associate Superintendent for Communications and Community Engagement
Approval of the October 2022 Minutes	Linda Buchman, Associate Superintendent for Communications and Community Engagement
Academic Calendar Survey Results for the 2023-24 and 2024-25 School Years	Dr. Lance Stallworth, Executive Director for Student Support Services and Michael Thomas, Director of Research & Evaluation
District Improvement Plan Review and Feedback	Lawanda Coffee, Director of External Funds and Compliance; Annie Wolf, Executive Director of Curriculum and Instruction; Dr. Stallworth and Tyra Walker, Executive Director of Postsecondary Outcomes, Counseling and Responsive Services

2022-23 DIT Meeting Dates:
Thursday, December 1
Thursday, January 5
Thursday, February 2
Thursday, March 2
Thursday, April 6
Thursday, May 4

District Improvement Team (DIT) Meeting
Thursday, October 6, 2022
5:00 – 7:00 p.m.
MINUTES

Meeting start time: 5:00 pm   **Meeting end time:** 5:39 pm

Current Member Attendance (23)

Jessica Alvarez, Marcie Baker, Lynne Barry, Jeffrey Bricker, Stephanie Blackmon, Minda Caesar, Erin Campbell, Mary Chamberlain, Kristin Craft, Hayley Davis, Lucia Flores, Akilla Hameed, Dominique Harvey, Catherine Janda, Matthew Morley, Sarah Morris, Heather Morse, Rebecca Ramey, Amanda Sierra, Warren Sloan, Nicole Stone, Laurel Wheatley, Richard Yuen

Percent of current DIT members in attendance: 56%

Non-Member Attendance (5)

Amy Accardo, Linda Buchman, Kary Castillo, Roy Moore, Lance Stallworth

District Update

Linda Buchman opened the meeting with a district update.

- As part of the 2017 Bond Program, Northbrook High School celebrated a new academic wing with a Ribbon Cutting event on September 28. A Project Advisory Team has also been formed at Valley Oaks Elementary.
- The CTE team and Dr. Blaine has invited area CEOs into a conversation on October 12 to share their ideas about the future of their industries and hiring trends.
- Community Engagement has developed reading and math guides for elementary school families.
- The first meeting of the School Finance Advocacy Team will be on October 19. There will be a total of four meetings to educate and prepare members to advocate for Spring Branch ISD during the 88th legislative session in Austin, TX.

Approval of September 2022 Minutes

Amy Accardo, Events and Engagement Facilitator, asked members in attendance at the September 2022 meeting to review and approve those minutes. Fifteen members voted to approve, and no one opposed.

Development of 2023-24 and 2024-25 Academic Calendars

Dr. Lance Stallworth, Executive Director for Student Support Services, shared the updated calendar options for 2023-2024 and 2024-2025. By Zoom poll, the DIT voted on their top two calendar options for each year, and these will be presented to Senior Staff. There will also be a calendar survey posted for public comment. The goal is to bring the final recommended version from each year to the Board in December 2022 for approval.

Closing

Having no other business, Linda Buchman thanked all attendees and adjourned the meeting at 5:39 p.m.

Spring Branch Independent School District

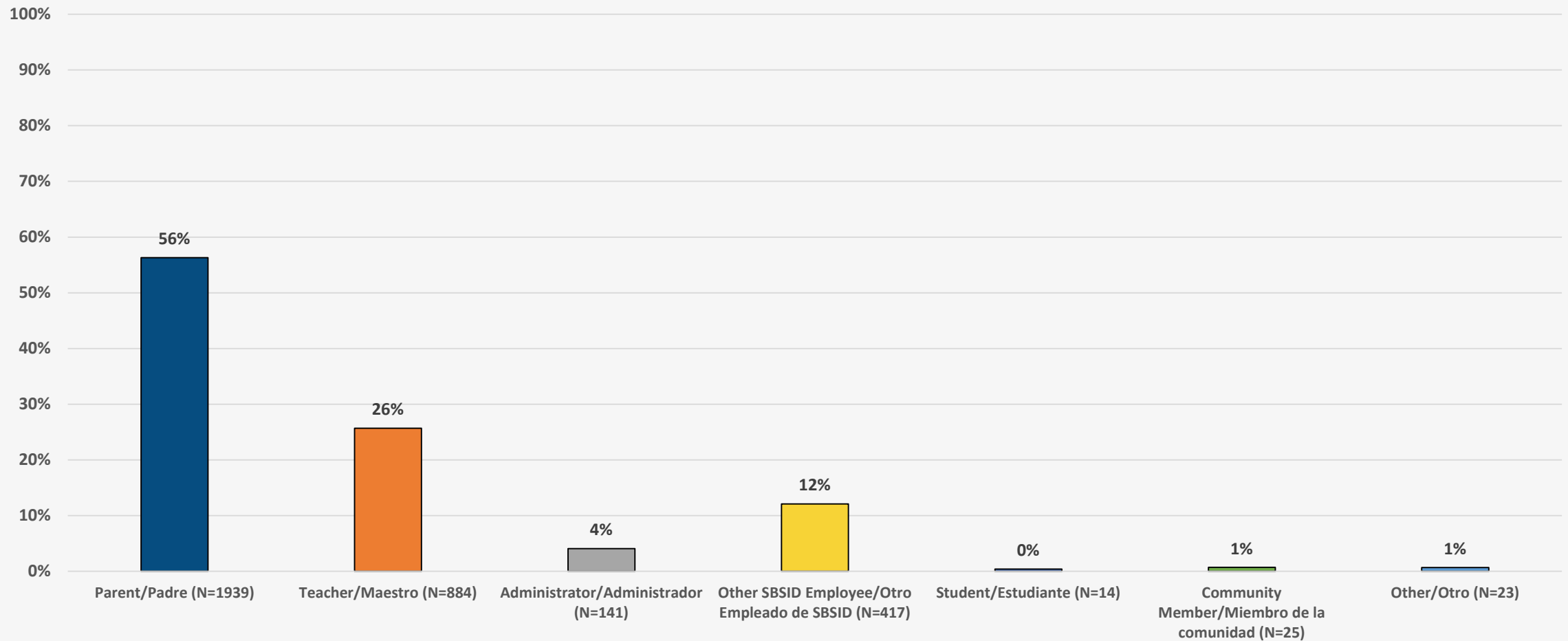# SBISD 2023-2024 and 2024-2025 School Calendar Survey

Encuesta de Calendario Académico para 2023-2024 y 2024-2025

Academic Calendar Preference Survey results presented to the

District Improvement Team
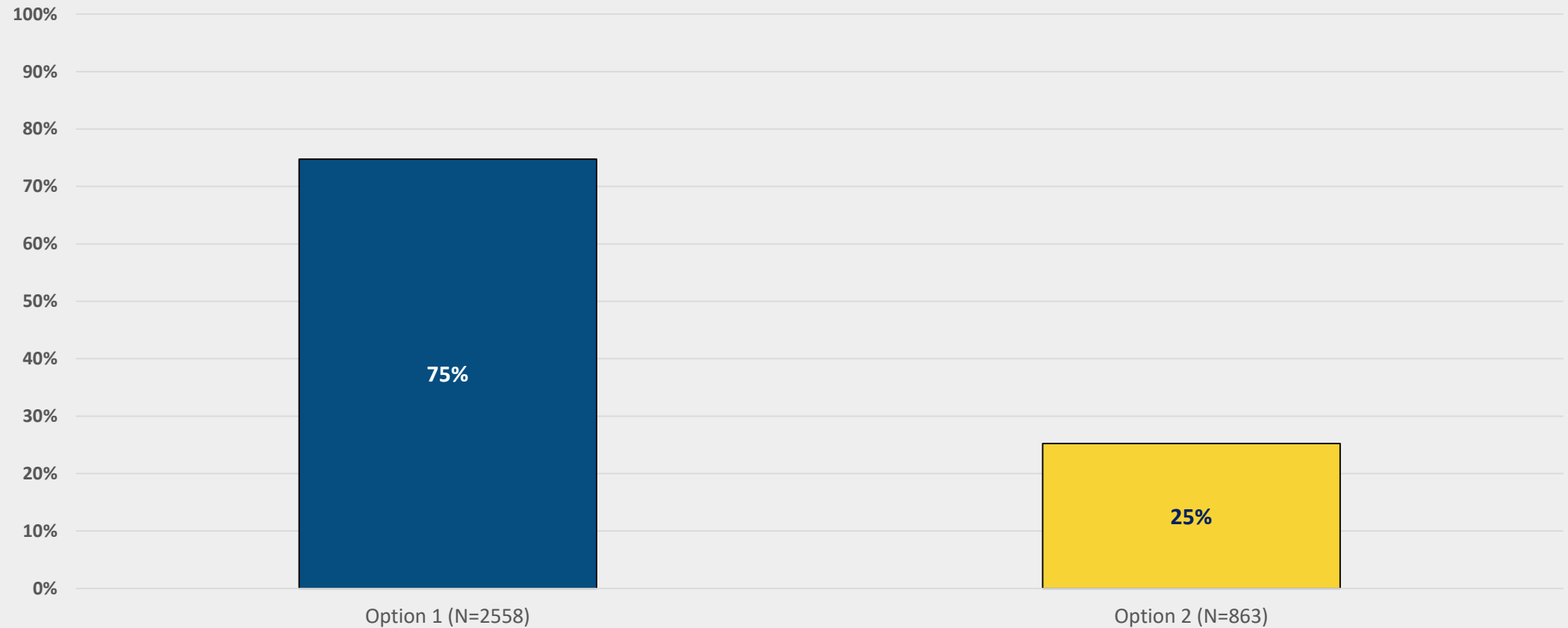
November 03, 2022

Who Responded to the SBISD School Calendar Survey?

N=3,458

Please select your preferred 2023-2024 SBISD Academic Calendar./*Por favor seleccione su preferida 2023-2024 SBISD calendario académico.*

N=3,421

Please select your preferred 2023-2024 SBISD Academic Calendar./*Por favor seleccione su preferida 2023-2024 SBISD calendario académico.* Cont'd
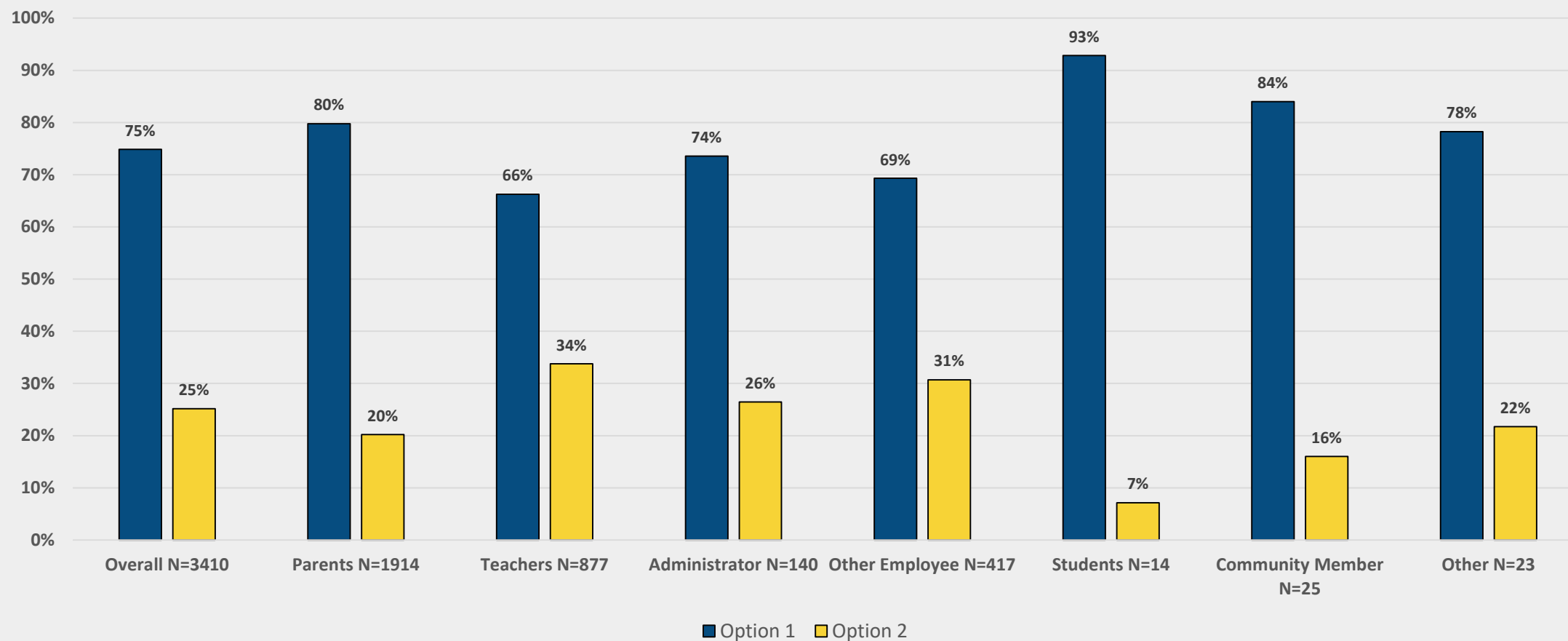
Please select your preferred 2024-2025 SBISD Academic Calendar./*Por favor seleccione su preferida 2024-2025 SBISD calendario académico.*
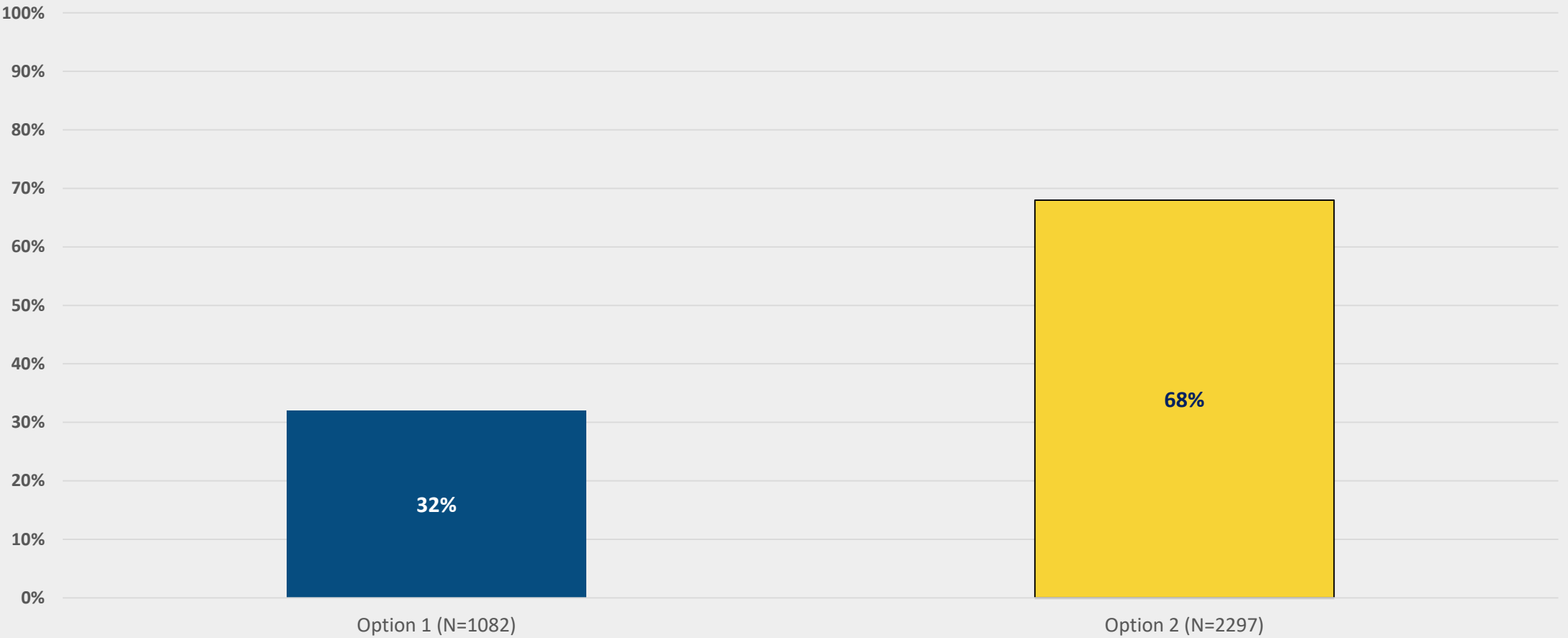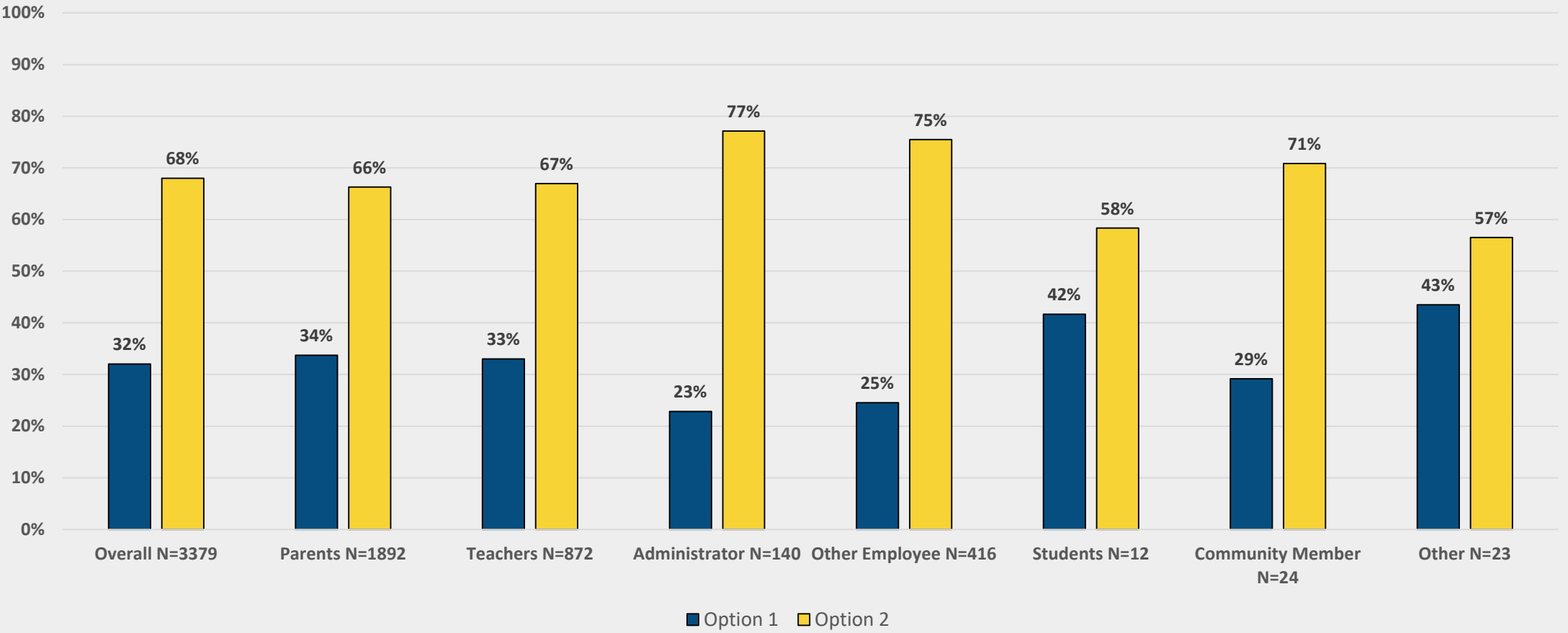N=3,379

SBISD Research and Evaluation 5

Please select your preferred 2024-2025 SBISD Academic Calendar./*Por favor seleccione su preferida 2024-2025 SBISD calendario académico. Cont'd*

# Additional Comments/*Comentarios Adicionales*
N=387

- 387 additional comments from 3,458 respondents (or 11.2%)
- Free Response Themes
  - Prefer a 4-Day Long Weekend ≈ 80
  - End Before Memorial Day ≈ 73
  - Suggestions ≈ 67
  - Noncategorical ≈ 45
  - Thank you ≈ 36
  - No Difference in Calendar Options ≈ 26
  - Prefer Fewer/No Half Days ≈ 23
  - None ≈ 19
  - Consider a Long Fall Holiday ≈ 16
  - Like the Mid-Week Start Date ≈ 15
  - Like the Winter Break ≈ 9
  - Consider a Full Week Off in October and February ≈ 7
  - The Winter Break is Too Long ≈ 7

Comparison of 2023-24 Calendar Options 1 & 2		
	Option 1: 176 student days	**Option 2: 176 student days**
Start Date	Wednesday, August 16, 2023	
Student/Staff Holidays and Professional Development Days between the start of school & Thanksgiving	Monday, Sept. 4, 2023: staff/student holiday Friday, October 6, 2023: staff professional development/student holiday Monday, Oct. 9, 2023: staff/student holiday	
Thanksgiving Holiday	Full week: November 20-24, 2023	
Last day of first semester	Wednesday, Dec. 20, 2023	
January Start Date	Staff: Monday, Jan. 8, 2024 Students: Tuesday, Jan. 9, 2024	
Staff/Student Holidays prior to Spring Break	Monday, Jan. 15, 2024: staff/student holiday Monday, Feb. 19, 2024: staff professional development/student holiday	
Spring Break	Full week: Mar. 11-15, 2024 (Spring break may move to the week of March 18 based on HCC & other area districts' decisions)	
Holidays after Spring Break	Friday, March 29: staff/student holiday Monday, April 1: staff/student holiday	Friday, March 29: staff/student holiday Monday, April 8: staff/student holiday
Memorial Day	Monday, May 27, 2024: staff/student holiday	
Last Day of School	Thursday, May 30, 2024	
Instructional Days first semester/ second semester	83/93 (176 school days)	
Bad Weather Makeup Days	Monday, April 1, 2024 Friday, May 31, 2024	Monday, April 8, 2024 Friday, May 31, 2024

Academic Calendar 2023-2024 - *DRAFT 1*

July

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4　Holiday

August

S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

16　1st day of school - Begin Grading Cycle

12
12

September

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4　Holiday - Staff / Student

20
32

October

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6　Staff Development — Student Holiday
9　Holiday – Staff / Student

20
52

November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

20 - 24　Holiday – Staff / Student

17
69

December

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

18 - 20　Secondary Early Dismissal
20　Elementary Early Dismissal
20　End Grading Cycle
21 - 29　Holiday - Staff / Student

14
83

January

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 - 5, 15　Holiday – Staff / Student
8　Staff Development — Student Holiday
9　Begin Grading Cycle

16
16

February

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	1	2

19　Staff Development — Student Holiday

20
36

March

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11 - 15, 29　Holiday – Staff / Student

15
51

April

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1　Holiday — Staff / Student or bad weather makeup day *if needed*

21
72

May

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

27　Holiday – Staff / Student
28 - 30　Secondary Early Dismissal
30　Elementary Early Dismissal; Last Day of Instruction
31　Teacher work day or bad weather makeup day *if needed*

21
93

June

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

83
93
176

This calendar is subject to change per Texas Legislative session and Texas Education Agency decisions.

Spring Branch
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Inspiring minds. Shaping lives.

Grading Periods

First Semester – 83 student days
Second Semester – 93 student days

Symbol Key

[　Begin Grading Cycle

]　End Grading Cycle

◯　Early Dismissal

▨　Bad Weather Day

⊠　Teacher Workday – Student Holiday

☐　Teacher Staff Development – Student Holiday

▨　Holiday – Student / Staff

Academic Calendar 2023-2024 - *DRAFT 2*

July

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4   Holiday

August

S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

16   1st Day of School - Begin Grading Cycle

12
12

September

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4   Holiday - Staff / Student

20
32

October

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6   Staff Development — Student Holiday
9   Holiday – Staff / Student

20
52

November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

20 - 24   Holiday – Staff / Student

17
69

December

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

18 - 20   Secondary Early Dismissal
20   Elementary Early Dismissal
20   End Grading Cycle
21 - 29   Holiday - Staff / Student

14
83

January

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 - 5, 15   Holiday – Staff / Student
8   Staff Development — Student Holiday
9   Begin Grading Cycle

16
16

February

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	1	2

19   Staff Development — Student Holiday

20
36

March

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11 - 15, 29   Holiday – Staff / Student

15
51

April

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

8   Holiday – Staff / Student or bad
    weather makeup day *if needed*

21
72

May

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

27   Holiday – Staff / Student
28 - 30   Secondary Early Dismissal
30   Elementary Early Dismissal;
      Last Day of Instruction
31   Teacher work day or
      bad weather makeup day *if needed*

21
93

June

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

83
93
176

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Grading Periods
First Semester – 83 student days
Second Semester – 93 student days

Symbol Key

[Begin Grading Cycle

]   End Grading Cycle

○   Early Dismissal

▨   Bad Weather Day

⊠   Teacher Workday – Student Holiday

▢   Teacher Staff Development – Student Holiday

▨   Holiday – Student / Staff

Comparison of 2024-25 Calendar Options 1 & 2		
	Option 1: 176 student days	**Option 2: 176 student days**
Start Date	Thursday, August 15, 2024	
Student/Staff Holidays and Professional Development Days between the start of school & Thanksgiving	Monday, Sept. 2, 2024: staff/student holiday Friday, October 11, 2024: staff professional development/student holiday Monday, Oct. 14, 2024: staff/student holiday	
Federal Election Day	Tuesday, November 5, 2024: staff/student holiday	
Thanksgiving Holiday	Full week: November 25-29, 2024	
Last day of first semester	Friday, Dec. 20, 2024	
January Start Date	Staff: Monday, Jan. 6, 2025 Students: Tuesday, Jan. 7, 2025	
Staff/Student Holidays prior to Spring Break	Monday, Jan. 20, 2025: staff/student holiday Monday, Feb. 17, 2025: staff professional development/ student holiday	
Spring Break	Full week: Mar. 10-14, 2025 (Spring break may move to the week of March 17 based on HCC & other area districts' decisions)	
Holidays after Spring Break	Monday, March 31: staff/student holiday Friday, April 18: staff/student holiday	Friday, April 18: staff/student holiday Monday, April 21: staff/student holiday
Memorial Day	Monday, May 26, 2025: staff/student holiday	
Last Day of School	Thursday, May 29, 2025	
Instructional Days first semester/ second semester	83/93 (176 school days)	
Bad Weather Makeup Days	Monday, March 31, 2025 Friday, May 30, 2025	Monday, April 21, 2025 Friday, May 30, 2025

Academic Calendar 2024-2025 - *DRAFT 1*

July

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4   Holiday

12 / 12

August

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

15   1st Day of School - Begin Grading Cycle

12 / 12

September

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2   Holiday - Staff / Student

20 / 32

October

S	M	T	W	T	F	S
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

11   Staff Development — Student Holiday
14   Holiday – Staff / Student

21 / 53

November

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

5   Holiday – Staff / Student
25 - 29   Holiday – Staff / Student

15 / 68

December

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

18 - 20   Secondary Early Dismissal
20   Elementary Early Dismissal
20   End Grading Cycle
23 - 31   Holiday - Staff / Student

15 / 83

January

S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

1 - 3, 20   Holiday – Staff / Student
6   Staff Development — Student Holiday
7   Begin Grading Cycle

18 / 18

February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	1

17   Staff Development — Student Holiday

19 / 37

March

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10 - 14   Holiday – Staff / Student
31   Holiday – Staff / Student or
bad weather makeup day *if needed*

15 / 52

April

S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

18   Holiday – Staff / Student

21 / 73

May

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

26   Holiday – Staff / Student
27 - 29   Secondary Early Dismissal
29   Elementary Early Dismissal;
Last Day of Instruction
30   Teacher work day or bad weather
makeup day *if needed*

20 / 93

June

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

83
93
176

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Grading Periods
First Semester – 83 student days
Second Semester – 93 student days

Symbol Key

[Begin Grading Cycle

]   End Grading Cycle

◯   Early Dismissal

▭   Bad Weather Day

⊠   Teacher Workday – Student Holiday

▢   Teacher Staff Development – Student Holiday

▨   Holiday – Student / Staff

Academic Calendar 2024-2025 - *DRAFT 2*

July

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4   Holiday

12 / 12

August

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

15   1st Day Of School - Begin Grading Cycle

12 / 12

September

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2   Holiday - Staff / Students

20 / 32

October

S	M	T	W	T	F	S
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

11   Staff Development — Student Holiday
14   Holiday – Staff / Students

21 / 53

November

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

5   Holiday – Staff / Students
25 - 29   Holiday – Staff / Students

15 / 68

December

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

18 - 20   Secondary Early Dismissal
20   Elementary Early Dismissal
20   End Grading Cycle
23 - 31   Holiday - Staff / Students

15 / 83

January

S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

1 - 3, 20   Holiday – Staff / Students
6   Staff Development — Student Holiday
7   Begin Grading Cycle

18 / 18

February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	1

17   Staff Development — Student Holiday

19 / 37

March

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10 - 14   Holiday – Staff / Students

16 / 53

April

S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

18   Holiday – Staff / Students
21   Holiday – Staff / Students or bad weather makeup day *if needed*

20 / 73

May

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

26   Holiday – Staff / Students
27 - 29   Secondary Early Dismissal
29   Elementary Early Dismissal; Last Day of Instruction
30   Teacher work day or bad weather makeup day *if needed*

20 / 93

June

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

83 / 93 / 176

This calendar is subject to change per Texas Legislative session and Texas Education Agency decisions.

Spring Branch
Independent School District
Inspiring minds. Shaping lives.

Grading Periods

First Semester – 83 student days
Second Semester – 93 student days

Symbol Key

[Begin Grading Cycle

]   End Grading Cycle

◯   Early Dismissal

▢   Bad Weather Day

⊠   Teacher Workday – Student Holiday

▢   Teacher Staff Development – Student Holiday

▢   Holiday – Student / Staff

Q4 Additional Comments/Comentarios Adicionales:

Answered: 387   Skipped: 3,071

#	RESPONSES	DATE
1	None of above: need to get out before Memorial Day	10/27/2022 4:40 PM
2	I like having a 4 day holiday on Easter with Friday and following Monday off. I prefer starting school on a Monday and not in middle of the week when returning after the summer break.	10/27/2022 3:53 PM
3	Having the 4 day weekend around Easter gives families time to go out of town if want to.	10/27/2022 3:41 PM
4	school needs to end before Memorial Day- my daughter starts to camp May 29th What ever you need to do to end before Memorial Day I do like NOT having a FULL week when school starts. It makes it easier on the students.	10/27/2022 12:04 PM
5	Why the holiday December 2023 does not start Monday 18 instead of Thursday 21? Thank you!	10/27/2022 11:52 AM
6	Thank you for the voice to vote.	10/27/2022 11:47 AM
7	Will Election Day still be a holiday like it is this year? What about the random half-days like yesterday, will there be more of those? When do they get announced? None of that is listed here for voting options, the only things I can see on the between the options looks to be whether or not to take the Monday after Easter off. Will there be a other survey when those options are announced?	10/27/2022 11:43 AM
8	Thanks for this opportunity to provide input.	10/27/2022 11:43 AM
9	No	10/27/2022 11:12 AM
10	I feel the start date in January after the holidays is too late. We should start closer to the 3rd of January vs the 2nd week. Working parents essentially have to use up paid time off the first week of the year which is not ideal.	10/27/2022 10:33 AM
11	N/A	10/27/2022 10:04 AM
12	I really like it better when school is over before memorial day	10/27/2022 9:22 AM
13	The early dismissal days are extremely difficult for working parents so I'm at least glad to see many of them have been eliminated.	10/27/2022 9:05 AM
14	Thank you for asking the parents	10/27/2022 9:02 AM
15	Having at least one three day weekend or break during each month is such a boost to staff attendance and morale.	10/27/2022 8:45 AM
16	spring break should be altered not every year the early weeks of march it could alternate to the 3rd week of March 20-24	10/27/2022 8:19 AM
17	It would be really nice to have a Fall Break.	10/27/2022 7:59 AM
18	It's wonderful when school is out or summer begin before Labor Day.	10/27/2022 7:48 AM
19	The calendars are pretty much the same. I noticed that there are no parent/teacher early dismissal days for elementary. Why is that? I don't like that we have to come back after Memorial Day to finish up the year. That doesn't allow for teachers/families to travel. High school students have to be back to finish up finals. I don't know who comes up with the calendars, but you aren't asking teachers.	10/27/2022 7:17 AM
20	Can you look at shifting the schedule to allow school to end before the Memorial Day holiday? Thanks!	10/27/2022 7:13 AM
21	Why is the calendar changing? Having students go back to school after the Memorial Day holiday? Starting earlier in August seems like a better option.	10/27/2022 7:13 AM

22	Is there a way to have the school year end before the Memorial Day holiday? Thanks!	10/27/2022 7:11 AM
23	A three day weekend is easier than four days off for students.	10/27/2022 7:03 AM
24	So little difference between the versions, not sure you need a survey.	10/27/2022 6:44 AM
25	G	10/27/2022 6:26 AM
26	I appreciate the calenders it complete my year	10/27/2022 6:14 AM
27	For the 23-24 school year, both calendar choices leaves the kids with a full 6 weeks without a break. I would like to see that April 8th off day moved down a couple weeks to April 22nd.	10/27/2022 1:06 AM
28	I don't like any version on the calendar choices. Ridiculous to have to go to school after Memorial Day!	10/26/2022 10:53 PM
29	It will be super tough on students to come back after Memorial Day for finals. I imagine, we will see semester grades drop drastically.	10/26/2022 10:17 PM
30	Discouraged to see kids have to go back after Memorial Day. 2023-24 it's just one day ?? Will the older kids have all their finals before. Elem kids won't come that day I doubt!	10/26/2022 10:09 PM
31	Half days for fall conferences have been very beneficial in the past.	10/26/2022 8:15 PM
32	I appreciate these options because we start later in august and NOT on a Monday. I also like having more time AFTER Christmas off. Thanks	10/26/2022 7:50 PM
33	I really wish we could start the school year on a Monday and finish before Memorial Day. It is very hard for kids to come back after a long weekend for just three half days and have to take finals. That just sort of ruins their long weekend.	10/26/2022 5:27 PM
34	Like the 4 days with Good Friday and Bunny Monday for Easter - give families time to be with their families. for families who do not celebrate Easter - this provides them with a 4 dy weekend for travel or other family gatherings as well.	10/26/2022 5:14 PM
35	Thank you for starting in the middle of the week!	10/26/2022 4:21 PM
36	I wish there were more pertinent differences between the two calendars. The two that are offered are so similar this seems like just a box ti check to have a survey at all. I also would like to see the district move back to starting later in August rather than middle of August.	10/26/2022 4:03 PM
37	Thank you for allowing us to vote!	10/26/2022 4:03 PM
38	School should not start in mid-August. It is way too early.	10/26/2022 3:46 PM
39	Neither. For a divorced parent Christmas break both years are very uneven given that we have to split time with our kids. It would be nice to have more 4 day weekends.	10/26/2022 3:44 PM
40	what ever happened to Christmas or even Winter Break, now it's not called anything. Auxiliary staff should be allowed to choose more December days off instead of other miscellaneous day, PLEASE.	10/26/2022 3:40 PM
41	Thank you for allowing us to vote!	10/26/2022 3:38 PM
42	I really wish we could find a way to get back to finishing the school year before Memorial Day. It's almost pointless to have that holiday and have to come back to finals. My other comment would be the my work does not give Columbus Day off. So that's another date I would be willing to give back to school.	10/26/2022 3:36 PM
43	I hope the Spring Break is not pushed back if anything moved forward.	10/26/2022 3:26 PM
44	None of the options are good. Coming back after Memorial Day is super frustrating.	10/26/2022 3:15 PM
45	none	10/26/2022 3:14 PM
46	Please align with Katy ISD as many days as possible.	10/26/2022 3:06 PM
47	Monday off after Easter would help decrease the staff absences. Early Release on Good Friday could be something to add to also avoid staff absences.	10/26/2022 3:05 PM
48	It's very difficult for parents when you block out 3 half days before Christmas then 3 weeks of no school.	10/26/2022 3:05 PM

49	The student/staff holidays need to be spread out to give a mental break, otherwise student and teacher attendance begins to decline.	10/26/2022 3:04 PM
50	LOVE THE WINTER BREAK SCHEDULE!!!	10/26/2022 3:04 PM
51	Can the middle school get half days for planning?	10/26/2022 2:55 PM
52	Easter is Sunday March 31, 2024. The date for Monday is wrong.	10/26/2022 2:50 PM
53	Good calendar	10/26/2022 2:36 PM
54	4 day weekend please	10/26/2022 2:28 PM
55	The district should consider calendars that include additional weeklong breaks during the school year. Two examples are the Humble ISD and Klein ISD calendars.	10/26/2022 2:05 PM
56	I don't think that this represents true agency for the public or staff. There is one day different in these calendars. That is not true input or true choice. This also does not reflecting changing preferences in surrounding districts to provide a fall break and an additional break in February. Teachers are exhausted. We are not guaranteed wellness days in the future. The calendar and the way that teaching has been cannot stay the same moving forward if you want to care for staff. We are not given a true choice here to be able to choose whether we are comfortable without a break in October or February. I wish that when you press the idea that staff and the public have a say in how Spring Branch operates that you meant that sincerely. This is not true choice or reflective of what teachers are requesting.	10/26/2022 2:02 PM
57	It would be nice to have 4-day weekends for Easter. Thank you!	10/26/2022 2:01 PM
58	Thank you for the consideration of options.	10/26/2022 1:57 PM
59	We appreciate when you keep the holidays together. It helps us plan for childcare more easily - or gives the opportunity to take a long weekend family trip without missing school	10/26/2022 1:55 PM
60	Are we still going to be off for government holidays?	10/26/2022 1:50 PM
61	As an employee of the district please continue mental health days for employees. I cannot stress how many teachers have come to the counseling suite in distress and have needed to utilize these days for self care as they cannot pour from an empty cup. Thank you very much for all that you do!	10/26/2022 1:50 PM
62	Thank you for the consideration.	10/26/2022 1:49 PM
63	Could we consider adding teacher planning days similar to how cy-fair provides a full day per nine weeks where students are off so that teachers can focus on intentional planning, home communication, PD.	10/26/2022 1:48 PM
64	Thanks!	10/26/2022 1:40 PM
65	Like having the day after Easter off so I am able to go and spend the Holiday with my family out of state	10/26/2022 1:39 PM
66	I would rather see November 5th holiday change to Veteran's Day, November 11th as a holiday.	10/26/2022 1:34 PM
67	I like having the days off after Spring Break split up because it allows time for everyone to take a break before ending the school year.	10/26/2022 1:30 PM
68	N/a	10/26/2022 1:28 PM
69	It would be nice if we had better alignment with other districts on our vacation days.	10/26/2022 1:26 PM
70	Thank you for all of your hard work. I feel like ensuring the Monday after Easter is important for attendance issues as we have a significant portion of our students who travel and if it is not a holiday, they will just miss anyway affecting our ADA,	10/26/2022 1:24 PM
71	Can graduation not be held on a holiday weekend?	10/26/2022 1:23 PM
72	THANK YOU for allowing us to not start on a Monday!! That will be sooooo helpful!! I also chose Option 1 for the 2023-2024 school year because Easter Monday is an important holiday for Christians.	10/26/2022 1:21 PM
73	If we are departmentalized I think that we should be given an additional half day to conduct parent teacher conferences. It is challenging to teach elementary students and be	10/26/2022 1:20 PM

	departmentalized and meet with 46-50 parents in two half days. It is best practices to support our students and families to meet as a partnership when these students are still so young. Thank you for your hard work!	
74	I don't like the last day of the semester being December 20. That's really close to Christmas.	10/26/2022 1:19 PM
75	Some teachers can't afford to travel during peak season so giving us 4 day weekends is a gift	10/26/2022 1:19 PM
76	I think that we need another 1/2 day for parent teacher conferences because two 1/2 days is not enough for departmentalized.	10/26/2022 1:17 PM
77	I would like to have a fall break between 1st and 2nd nine weeks.	10/26/2022 1:17 PM
78	I really appreciate the friday/monday option af	10/26/2022 1:16 PM
79	It is nice to have a break every month. The winter holiday next year is welcomed in that we have a couple of extra days.	10/26/2022 1:11 PM
80	Research should be done into the savings and employee morale of having 4 day weeks.	10/26/2022 1:07 PM
81	I really appreciate the Friday and Monday around Easter as staff/student holidays.	10/26/2022 1:07 PM
82	Would have liked the choice to start Winter Break on Friday in order for students to finish prior to Memorial Day weekend.	10/26/2022 1:03 PM
83	Thank you SO much for not starting school on a Monday! Neither students nor teachers like it!	10/26/2022 12:15 PM
84	Thank you for letting us have input.	10/26/2022 11:02 AM
85	Neither. For a divorced parent Christmas break both years are very uneven given that we have to split time with our kids. It would be nice to have more 4 day weekends.	10/26/2022 11:00 AM
86	Please shorten the 2023-2024 Holiday break at Christmas/New Years so you can get out before Memorial Day!	10/26/2022 10:56 AM
87	We like having two 3-day weekends as opposed to one 4-day.	10/26/2022 10:36 AM
88	I like that we're starting on Wednesday for 2023 and wish we could also for 2024, but Thursday is definitely better than Monday!! :) Thanks!	10/26/2022 10:02 AM
89	I am only voting because this is what I have in front of me, but I am not happy about the choices. Why can't we get out before Memorial Day weekend? We start early and still can't make it out. It really baffles me.	10/26/2022 9:48 AM
90	Matching HISD's calendar would be the most helpful.	10/26/2022 9:30 AM
91	Me parece que los calendarios están iguales	10/26/2022 9:25 AM
92	April 8 2024 is total solar eclipse that can be viewed in entirety in Austin Texas. I believe many families will be driving there on that day. Houston will not have total darkness but Austin will.	10/26/2022 8:47 AM
93	For 2024-2025 I would like 2B	10/26/2022 8:29 AM
94	We should end school before Memorial Day.	10/26/2022 8:11 AM
95	I do not like any of the calendar options other than the 2024-25 Thursday start date. A lot of districts are having fall breaks in October. I'd like to see that included - remove the PD Oct day and add Thur/Fri off to Columbus Day holiday. Add a day off for 4 day weekend to Presidents day in February. PD can be done in school hours, it is more productive to conduct in our PLCs. Also, the semester does not need to end in December. It can end in January. Final exams can be the 2nd week in January. We are assessing student learning and skills that should be long term, not short term.	10/26/2022 8:10 AM
96	We should never attend school after Memorial Weekend. Too hard for high school students	10/26/2022 7:56 AM
97	Muy buenas las dos	10/26/2022 7:14 AM
98	There is too much time taken off at New Years. School should start back by Jan 3, allowing for the end of school to the the Friday before Memorial Day. My husband and I both work and we don't need the kids home until Jan 8.	10/26/2022 7:06 AM
99	Would much prefer last day of school the Friday before Memorial Day as has been the case in	10/26/2022 1:49 AM

recent years. Both of these calendars have the kids in school 2 1/2 days the last week of schools rather than ending before Memorial Day giving families a chance to travel over the holiday weekend.

100	Thank you!	10/25/2022 11:04 PM
101	get rid of the full week off at Thanksgiving and make winter break longer instead	10/25/2022 10:01 PM
102	Really wish the district would stop with the week off at Thanksgiving. It is poor timing given that the semester ends very soon thereafter.	10/25/2022 10:00 PM
103	Thank you for allowing us to vote! :)	10/25/2022 9:41 PM
104	These calendars are a joke. There is basically no difference. Why does school start so late in January? Don't you know people have to work? Why is there a whole week off at Thanksgiving?	10/25/2022 9:19 PM
105	None of these options are giving the last week of may (memorial week) free; for those of us that have kids in the summer school programs, how is that going to work?? Usually they have all that week free before starting the summer school, now they won't have it. How is that going to work for them? And insane 3 weeks off school during Christmas; what about those parent that both work? Those half days are useless; they don't even do nothing during those half days during Christmas time	10/25/2022 9:13 PM
106	As a teacher, having more three-day weekends off gives me more time to rejuvenate instead of having longer four-day weekends. Regardless, having the opportunity to vote is appreciated.	10/25/2022 8:56 PM
107	Make 2023-24 a (4) day weekend!	10/25/2022 7:48 PM
108	None of the options are great. The all have 3 days after Memorial weekend that the kids will probably not do much at school, or parents will be taking them out from school and be on vacation. Why can't we start the year on Monday instead of Thursday? It would be more efficient for kids to get used to school the first full week in August and start the 2nd week at full force, then have them start 2 days the first week and not have to come back after a holiday for just 3 days.	10/25/2022 7:45 PM
109	Holidays around Easter are preferable	10/25/2022 7:11 PM
110	I really love the idea of having a longer winter break in 2023-2024. It does matter for people to travel ahead of the crowds and those days are very distractive anyway. I think that same model should be followed in future years. Leaving 2 days before helps.	10/25/2022 6:40 PM
111	I would prefer overall calendars that have the last day of school ending before Memorial Day.	10/25/2022 6:30 PM
112	School starts too early in August. This gives no one a true break, especially the students who attend and the staff who work summer school.	10/25/2022 5:55 PM
113	Why would not put the spring holidays around Easter? Intentional to separate?	10/25/2022 5:06 PM
114	Can the gray be different for bad weather. So there won't be two same Colors	10/25/2022 5:00 PM
115	I think the winter holiday needs to be explained better, when it starts and ends. It might be a little confusing, 2023 calendar, option 1, appears to have 2 and half weeks and 2024 appears, option 2, to have 2 weeks. I think it is a little confusing.	10/25/2022 4:53 PM
116	No	10/25/2022 4:52 PM
117	I'm not sure I understand why everyone wouldn't choose to extend an already-long weekend by an extra day when the make-up day is not used.	10/25/2022 4:52 PM
118	Gracias por darme información	10/25/2022 4:40 PM
119	Muy buenos	10/25/2022 4:37 PM
120	Not sure what kind of option 1 and 2 mean	10/25/2022 3:39 PM
121	I would prefer if we ended school before Memorial Day since the start date keeps creeping earlier and earlier.	10/25/2022 3:35 PM
122	Would like a fall break and break in Feb! Copy Klein isd	10/25/2022 3:22 PM
123	I LOVE the change to start school mid week. Starting on Monday is difficult for students and	10/25/2022 3:20 PM

staff, especially for the little ones who have never been to school and are not use to such a long day with routines. This should become a staple for every school year! I also LOVE pushing back Winter Break so that it extends one week into January. It is really difficult leaving family and going back to work just 1 day after celebrating the new year, like we are doing in 2023. High five to whomever came up with these two changes!! :)

124	long holiday weekends with a Friday and a monday off together are nice!	10/25/2022 3:02 PM
125	My family celebrates Resurrection Sunday and Monday. The longer weekend would also be easier to get child care from family!	10/25/2022 2:58 PM
126	Really no difference in the calendars except insignificant holidays after spring break. When do we vote on finishing before Memorial Day?	10/25/2022 2:57 PM
127	I prefer for the long weekends in the spring to coordinate with Easter.	10/25/2022 2:56 PM
128	I think we should love have school after Memorial Day- is there a way to take away holidays to not go back after Memorial Day?	10/25/2022 2:53 PM
129	Gracias	10/25/2022 2:37 PM
130	Group the long Easter weekend days off	10/25/2022 2:30 PM
131	None	10/25/2022 2:25 PM
132	No	10/25/2022 2:24 PM
133	I really like the Friday and the Monday after Easter off	10/25/2022 2:24 PM
134	N/A	10/25/2022 2:13 PM
135	We have to take off Good Friday and the Holy week . Thank you!	10/25/2022 2:08 PM
136	Extending Easter break makes sense	10/25/2022 1:46 PM
137	2024 should start on Aug. 15 like in past years and like the 2025 proposal otherwise its confusing. Easier for me as parent to know always 15th unless that's a Monday.	10/25/2022 1:43 PM
138	I would rather my kids have two three day weekends spread out after Spring Break than to have a 4 day weekend one week after Spring Break,	10/25/2022 1:40 PM
139	Love both of the calenders and hope you guys stick to it.	10/25/2022 1:30 PM
140	Can we stop with the elementary half days? It is hard as a working parent	10/25/2022 1:21 PM
141	Limit the amount of half days and do longer weekends instead.	10/25/2022 1:20 PM
142	Ke es esto	10/25/2022 1:13 PM
143	Having 3 days in December as early dismissal is not good. It should be 3 weeks off. kids will not come to school and Teachers will be absent and there is not many substituted teachers.	10/25/2022 1:12 PM
144	Easter Monday off Any other Monday makes zero sense	10/25/2022 1:08 PM
145	Teachers need more time to develop curriculum and plan collaboratively to better the class and better serve the students. All the demands from upper management and district are really pushing teachers to a breaking point. Realize what teachers do day to day before making outrageous expectations.	10/25/2022 1:08 PM
146	Why the later end of the year after Memorial Day?	10/25/2022 1:05 PM
147	It takes me 24hours to get to Tokyo and come back here.Anyway,I need sufficient time to move.	10/25/2022 1:01 PM
148	Less half days please harder for working parents to manage half day. Give us a full day so we can drop them off at camp if really needed.	10/25/2022 1:01 PM
149	I have a huge issue with the number of half days, especially when in proximity to student holidays. Makes it very hard for working parents to have to take off from work as frequently as it's happened in the last few years.	10/25/2022 1:00 PM
150	They look the same first glance	10/25/2022 12:58 PM

151	It's ridiculous we are getting out of school after Memorial Day. No reason for all these random holidays and early releases if it means we get out after Memorial Day. Also as an elementary parent, the constant early dismals, 4 day weekends, and then additional days off the following weeks later is ridiculous and such a disruption.	10/25/2022 12:55 PM
152	I like Easter Monday as a holiday for travel	10/25/2022 12:49 PM
153	Please consider looking at the week in october with a 4 day weekend for students AND early dismissal days all together	10/25/2022 12:46 PM
154	Can finals be mandated before Memorial day? Horrible for kids getting a break for the weekend just to study and come back to take tests.	10/25/2022 12:44 PM
155	I do not like that instruction continues after Memorial Day in all options.	10/25/2022 12:40 PM
156	Good Friday vs Monday after the holiday would be preferred.	10/25/2022 12:35 PM
157	Prefer the four day weekend!	10/25/2022 12:29 PM
158	No comments.	10/25/2022 12:29 PM
159	There was only 1 difference in the two calendars for - so not much to vote on. The kids need to be finished by Memorial Day weekend every year so this option needs to be included - it would be as simple as an earlier start date.	10/25/2022 12:26 PM
160	A week off	10/25/2022 12:06 PM
161	Trade the 2, half days for one full day off Half days not in middle of week- make them on Fridays	10/25/2022 12:00 PM
162	Fewer half days please	10/25/2022 11:58 AM
163	Love the week off for thanksgiving, much needed at that time of year. Can we have the in school psat testing NOT offered same week as homecoming next year?	10/25/2022 11:56 AM
164	Getting out after Memorial Day is dumb	10/25/2022 11:51 AM
165	Thank you for providing an opportunity for feedback.	10/25/2022 11:48 AM
166	None	10/25/2022 11:47 AM
167	No	10/25/2022 11:45 AM
168	Not only am I a parent, I am also a teacher.	10/25/2022 11:44 AM
169	I like all options that provide the Monday after Easter off instead of just a random Monday off. Thanks!	10/25/2022 11:42 AM
170	Muy excelente me gusta como el desempeño de su trabajo	10/25/2022 11:37 AM
171	When do we vote on bell schedules? School start times for elementary (7:20 & 7:50) and HS (7:35) but middle school starting at 8:40? Makes no sense.	10/25/2022 11:36 AM
172	Excelente	10/25/2022 11:35 AM
173	School zone limits for Nottingham Elementary off Memorial are not being obeyed. We cant turn left, so much traffic. People on phones in school zones. We need more SBISD police presents on this street and around this school with too much traffic. Concerned parent!!	10/25/2022 11:30 AM
174	Please do not bring back the random monthly half days for elementary. It is very disruptive. I love the wed/thur school start!	10/25/2022 11:29 AM
175	Thank you for a full week at Thanksgiving!!	10/25/2022 11:28 AM
176	Other school districts are moving towards a shorter summer break but including an extra week on fall break and spring break. I'd like to see SBISD evaluate the revised schedule.	10/25/2022 11:26 AM
177	I wish spring break could be moved to February. That way we can go on vacation without the crowded airports. That way the kids come back rested, but not sick with Covid/Flu/Viruses. My daughter used to go to Awty International and they had one week off during February and it was very nice!	10/25/2022 11:26 AM
178	Hello Like a parent and employee just I can say make a better decision for students. They are	10/25/2022 11:25 AM

our future. Thank you

179	Looks like there is additional time/days added for the winter break, as well as a less than ideal last day of school falling after Memorial Weekend.	10/25/2022 11:22 AM
180	I love the 4 day weekend in April in the 2024-25 calendar. I wish the days off in 2023-24 looked more like that option.	10/25/2022 11:22 AM
181	Would prefer getting out of school before Memorial Day.	10/25/2022 11:21 AM
182	Easier to make other child care arrangements when holidays are either end of a single weekend.	10/25/2022 11:20 AM
183	Please consider divorced families/families with shared custody. All holidays fall on 1/3/5 weekends which deprives primary custody parents of long weekends with the children.	10/25/2022 11:19 AM
184	He visto que mi hija ya esta poniéndole interés al estudio .,esos pasado situaciones muy crítica la cual ella a estado mucho tiempo sin ir a la escuela y ahora que ella esta incorporándose beo el cambio asía ella .les agradezco mucho por tener la amabilidad de enseñarle ella lo necesita mucho y yo estoy muy alegre en su desarrollo .	10/25/2022 11:16 AM
185	2023-2024: 13 days off for winter break is ridiculous when it's usually 11 days. I prefer that school ends before Memorial Day for both calendars.	10/25/2022 11:14 AM
186	To many days off back to back is really hard for working parents	10/25/2022 11:14 AM
187	your dates are wrong on the 2024 calendar comparision.	10/25/2022 11:12 AM
188	Like the fact on both years there is a 4 day weekend available in April - Seems like we are starting earlier & earlier though on any of the options. Cuts the summer too short!	10/25/2022 11:11 AM
189	Class of 2024	10/25/2022 11:11 AM
190	Prefer to finish prior to Memorial Day and willing to give up other days in the semester to make that happen.	10/25/2022 11:09 AM
191	WHY ARE WE EXTENDING THE WINTER BREAK A WEEK INTO JANUARY... THAT'S RIDICULOUS!!!	10/25/2022 11:08 AM
192	Thanks	10/25/2022 11:06 AM
193	For future calendars, if there is a day dangling out there, the day after Halloween is wonderful for kids, parents and teachers to have off!	10/25/2022 11:04 AM
194	I really dont have a preference since it is only an option of one day in April. I would recommend having a "no preference button" on the next survey, so that people that really have/need a preference can have their voices heard.	10/25/2022 11:02 AM
195	No additional comments	10/25/2022 11:02 AM
196	1 long weekend is far easier to plan for than 2 consecutive ones generally for us working parents.	10/25/2022 11:01 AM
197	End before Memorial Day!	10/25/2022 11:00 AM
198	Align holidays to longer same weekends for ability to travel.	10/25/2022 11:00 AM
199	Cualquiera de las dos opciones me es buena, aunque elegí una por completar la encuesta Gracias	10/25/2022 10:59 AM
200	I prefer the 4 day weekends.	10/25/2022 10:59 AM
201	Thank you for starting the school year mid-week rather than on a Monday!! :)	10/25/2022 10:59 AM
202	Neither option for either year ends before Memorial Day. That is suboptimal.	10/25/2022 10:58 AM
203	We always want a 4 day weekend when we can work it in	10/25/2022 10:58 AM
204	Una mejor explicación grácias	10/25/2022 10:57 AM
205	Prefer to group days off together so that 4-day weekends can be used for mid-year vacations.	10/25/2022 10:57 AM
206	Thank you for keeping Columbus Day as a holiday. Preference is to also honor Easter	10/25/2022 10:56 AM

weekend. It is nice to have the days grouped together for family vacations.

207	Están bien los calendario	10/25/2022 10:55 AM
208	Give us a 4 day weekend. But why are we starting back on January 9 after Christmas in 2024?	10/25/2022 10:55 AM
209	Most urgently, please change the calendar so school ends before Memorial Day—there is no need for those last 3 days of school that can be made up elsewhere. The first day of school should also be on a Wednesday (not a Thursday as it's too disruptive). I also strongly urge minimal random mid-week half days as they are disruptive & challenging for working parents.	10/25/2022 10:52 AM
210	Starting back too late in January with both calendars. Most people are not skiing that week so why not give us the time BEFORE Christmas to see family? Need the Monday after Easter off for families to travel back, etc.	10/25/2022 10:52 AM
211	We prefer when long weekends include Friday and Monday vs. Spread out over different weeks.	10/25/2022 10:52 AM
212	go for long weekends - helps with planning	10/25/2022 10:52 AM
213	Gracias	10/25/2022 10:52 AM
214	Make the holidays on same weekend for a longer break. Thanks.	10/25/2022 10:51 AM
215	Could not see a big difference (or any) between the two options.	10/25/2022 10:51 AM
216	Na	10/25/2022 10:51 AM
217	No strong opinion on either calendar.	10/25/2022 10:51 AM
218	I always like the last day to be before Memorial Day.	10/25/2022 10:50 AM
219	As long as we are not reducing the number of days the students are in school, I am not opposed to either option.	10/25/2022 10:50 AM
220	Nada	10/25/2022 10:50 AM
221	Excelente maestros buena atención	10/25/2022 10:50 AM
222	No tengo	10/25/2022 10:50 AM
223	Thank you.	10/25/2022 10:50 AM
224	Yo estoy de acuerdo con lo q el distrito decida	10/25/2022 10:50 AM
225	First day of school shouldn't be mid August. Give kids their summer back and start school after Labor Day.	10/25/2022 10:49 AM
226	visually less crowding is better	10/25/2022 10:48 AM
227	Those options for 4 days weekends are great.	10/25/2022 10:48 AM
228	Info	10/25/2022 10:47 AM
229	Parent/Employee	10/25/2022 10:43 AM
230	Thank you for all your work.	10/24/2022 4:03 PM
231	Thank you for NOT starting first day of school on a Monday!!	10/24/2022 3:39 PM
232	As a district we should consider year-round school. Students would retain more information. Why be out of school when the weather is hot and unbearable?	10/24/2022 2:25 PM
233	Thanks for asking.	10/24/2022 1:44 PM
234	I would always prefer to get out of school before Memorial Day weekend. It would be ideal to add days into the Spring or Fall semester to avoid returning after the 3 day weekend/feeling like Summer. Thank you.	10/24/2022 1:12 PM
235	Ideally we should finish our contract before Memorial Day	10/24/2022 12:09 PM
236	If STAAR testing is the reason for having to come back after Memorial Day, you may want to state that.	10/24/2022 12:04 PM

237	We prefer occasional 4 day weekends for potential travel	10/24/2022 11:52 AM
238	I do believe that we need to be more creative in looking at calendar options. Neighboring districts have built in more substantial holiday's allowing for Wellness days to built into the schedule.	10/24/2022 10:54 AM
239	Don't have a strong preference between options in 2024-2025	10/24/2022 10:36 AM
240	I see that some districts are starting to offer a full week in the fall as a "fall break". Can we consider something like that in the future? It would be great for students that are struggling to need some help passing the first semester.	10/24/2022 10:17 AM
241	The calendar should change on both 23-24 and 24-25 to reflect the last day of school being prior to Memorial Day	10/24/2022 9:48 AM
242	Prefer to have the additional student holidays stacked around the Easter weekend to allow for travel.	10/24/2022 9:28 AM
243	none	10/24/2022 9:25 AM
244	4 day weekend over Easter is very much appreciated!	10/24/2022 9:22 AM
245	When will the half days be added to the calendar? Can we also vote for these half days, as they are very tricky for families with both working parents?	10/24/2022 9:08 AM
246	I can travel to see family for Easter.	10/24/2022 9:05 AM
247	I don't like either calendar. We prefer to get out before Memorial Day for camp dates my son counts on. Why isn't this an option either year?	10/24/2022 8:37 AM
248	There is only one difference each for the calendar options. At this rate, a lot of time and energy is spent on giving the stakeholders a "voice" in taking the survey. The DIT might as well just create the calendar and have the board approve or disapprove it and go from there. Waste of time and energy for all.	10/24/2022 8:19 AM
249	While I am thankful you give us an opinion on these calendars, there really was no "choice" here except for one day. If we want to survey families and staff, let's give them real choices and hear their opinions!	10/24/2022 8:14 AM
250	use common sense here guys.... Stack the days off so that kids/parents/teachers get long weekends. It is also too disruptive for kids to have TWO incomplete weeks instead of one.	10/24/2022 7:54 AM
251	Thank You!	10/24/2022 7:04 AM
252	Why do we need 19 days off from school at Christmas holiday during 23-24? Nearly 3 weeks off from school makes no sense	10/23/2022 11:40 PM
253	Having the start date in August be mid week makes child care difficult for those with elementary students because most child care options are full week. 23-24 having the end of the first semester be on a Wednesday is difficult for working parents because it is hard to find part week child care 23-24 year - having school not start until January 9 is difficult for working parents because the first week of January is not typically taken as part of the regular Christmas holiday	10/23/2022 9:56 PM
254	I wish there was an option for ending the school year before Memorial Day. Not sure what they will actually learn beyond Memorial Day to warrant coming back to school....	10/23/2022 9:22 PM
255	Love that we don't start on a Monday for both calendars! That makes it so nice for teachers and students to get back into the swing of things and routines.	10/23/2022 8:00 PM
256	Too many days off for 2023-2024. The families in the district that are low income shouldn't be forced to find so much child care with kids being off 19 straight days. They should be learning.	10/23/2022 5:20 PM
257	Both calendar's for each school year are mapped out really well. Thank you.	10/23/2022 5:01 PM
258	Would appreciate half day/early dismissals to be reviewed for Friday or Mondays. It is difficult to take off of work midweek.	10/23/2022 12:58 PM
259	Option 1 for the 2023-2024 school year along with option 2 for the 2024-2025 are my preferred calendar options because they recognize and allow Christian's to worship and practice their religious beliefs.	10/23/2022 12:42 PM

260	Would prefer last day of school to be before Memorial Day, even if that means starting earlier in August. Don't feel like students taking exams after Memorial Day weekend is successful environment.	10/23/2022 11:32 AM
261	I would prefer starting the school year earlier and getting out before Memorial Day.	10/23/2022 8:42 AM
262	Nice to have 4 days for Easter- Friday, weekend 2, plus Monday.	10/23/2022 8:20 AM
263	Thanks for allowing us to provide feedback.	10/23/2022 5:54 AM
264	Thank you for bookending holidays on Fridays and Mondays together:)	10/22/2022 7:59 PM
265	Alief gets a small fall break. Would love to have something like that in October.	10/22/2022 7:53 PM
266	I don't understand why we have reverted to ending after Memorial Day for the next 2 years. Parents and teachers both dislike the calendar ending so late.	10/22/2022 7:01 PM
267	I am a parent & teacher.	10/22/2022 3:00 PM
268	It would be nice to have a longer break each month. Klein and Alief ISD have both arranged their calendars so that students and staff have an extended weekend/week off every month. That gives families opportunities to schedule appointments and trips at a more convenient time for them as well as faculty members. Also, as a teacher, it is would be nice to have a longer weekend to spend time with family or catch up with work items.	10/22/2022 1:13 PM
269	School should end BEFORE Memorial Day. School should start on a Monday, a full week to adjust.	10/22/2022 12:52 PM
270	I love that the August start date is midweek and not on a Monday.	10/22/2022 11:59 AM
271	Prefer 4 day weekends.	10/22/2022 10:52 AM
272	I'm so tired of your Christian centered options. How about giving Yom Kippur instead of Columbus Day.	10/22/2022 9:21 AM
273	The winter break for divorced families is not good. Texas gives visitation from last day of semester to 12/28. The other parents gets a longer time because the get until the day before the semester resumes. It is usually evenly spread between the two times. Just a thought as there are many split families in the district	10/22/2022 7:41 AM
274	Im the future, please limit the number of early release days. This year was rough, and these calendars show multiple days in a row. Working parents have to make arrangements for childcare which impacts work schedules and family budgets.	10/22/2022 7:29 AM
275	Four day weekends much preferable to two back to back 3 day weekends	10/22/2022 7:06 AM
276	Thanks!	10/22/2022 5:20 AM
277	I like a mid week start and would like to see a start date a week later into August, especially if we have to go past Memorial Day Weekend to finish the school year. Why not start August 22 and go the full week after Memorial Day. Not much gets done in elementary those few days after Memorial Day, and junior high and high school could probably use a day of review after the long weekend before testing.	10/21/2022 11:22 PM
278	Can we consolidate the half days into full days, it's easier to plan childcare for whole days vs multiple half days?	10/21/2022 11:10 PM
279	A week fall break of a week would be nice.	10/21/2022 10:24 PM
280	Thank you for doing less early dismissal days for elementary.	10/21/2022 9:25 PM
281	There will be a total solar eclipse on Monday, April 8 2024. Please do not have classes on that day so students can watch the eclipse.	10/21/2022 8:51 PM
282	What a joke. The calendars are practically identical.	10/21/2022 8:49 PM
283	I like the 4 day weekend in late March/April better than 2 separate 3 day weekends	10/21/2022 8:43 PM
284	4 day weekends make more sense	10/21/2022 8:34 PM
285	It makes me sad that kids are in school for so many days. I wish the school year could be shorter. Teachers have been saying for the last several years they need to catch their breath.	10/21/2022 7:43 PM

286	I would really prefer for school to finish BEFORE Memorial Day.	10/21/2022 7:30 PM
287	You have removed half days that have been used for Fall Parent Teacher Conferences. When you do expect teachers to do these? Some teachers have to meet with 40 to 60 parents depending on if you are departmentalized or in a 3-way split. There is a staff development day in October, but will principals be allowing their teachers to hold conferences on this day?	10/21/2022 6:24 PM
288	I wish less early dismissal.	10/21/2022 6:21 PM
289	Wow! You give us the "choice" of one day to pick that we get off for each school year?!?! Why not start later? The early start is getting a little ridiculous and robs swim club families of vacation time. But I know this survey is pointless bc you've already left us no real choice.	10/21/2022 6:10 PM
290	The 4 day weekend in April is great!	10/21/2022 6:07 PM
291	Please pay attention to how these changes impact standard possession visitation in Texas	10/21/2022 6:02 PM
292	None	10/21/2022 5:58 PM
293	Option 2 2025 - April 21st is an Orthodox religious holiday (Bright Monday)	10/21/2022 5:58 PM
294	Prefer to have students out of school before Memorial Day. Shorter winter break.	10/21/2022 5:56 PM
295	It's nice to have 4 day weekends built in.	10/21/2022 5:54 PM
296	Less vacation at thanksgiving and more at chirstmas or push start date back in august.	10/21/2022 5:48 PM
297	For long-term planning, I would love the board to consider moving to a calendar that provides students with greater opportunities to go outside and exercise. To wit, summer in Houston is too hot for many students to spend hours outside playing. With the rise of childhood obesity, we should investigate options we have as a community to support healthy lifestyles. To me, this would mean that "Summer" break instead be divided into two longer breaks in the Spring and the Fall when weather is nice in Houston. This would obviously have the greatest impact on high school sports. However, I believe it to be in the greater community's best interest to at least investigate this. Thank you.	10/21/2022 5:24 PM
298	So glad the school year is starting midweek! THank you! It gives the students a chance to slowly adjust to 8-hr school days again before going a full-week.	10/21/2022 4:35 PM
299	We like the 4 day weekends	10/21/2022 4:27 PM
300	Having half days in the middle of the week or back to back on a Thursday and Friday is extremely disruptive to working parents.	10/21/2022 3:55 PM
301	Have you considered looking at the school calendars for Klein ISD and Humble ISD? They are following a model that helps prevent loss of instruction over the summer and includes breaks throughout the year.	10/21/2022 3:48 PM
302	I think it would be beneficial to have to always have November 1 as a professional development days. Our kids are exhausted after a night of trick-or-treating, as I'm sure the staff with children are as well. I'm certain our teacher would be grateful for a day off with children hopped up on sugar from the night before as well. Also, I think it would be easier to list the differences between the two calendar options in the body of the email rather than having to find the discrepancies.	10/21/2022 3:37 PM
303	Would like to see more variation in holiday schedules as far as Thanksgiving (week or partial week) and Spring Break (different weeks).	10/21/2022 3:29 PM
304	The Easter related days off are unnecessary. It would be helpful if the school followed the federal/bank holidays. 4 day weekends disrupt our weeks too much.	10/21/2022 3:21 PM
305	If the number of early dismissal days could be reduced that would be great. With low income and dual income parents, it is difficult to manage multiple early dismissal days throughout the year.	10/21/2022 3:16 PM
306	Not much difference between the options. But, I'll take the 4 day weekend over 2-3 days. You should look at Klein's schedule. Full week off in October and February, in addition to the weeks we get. A choice between a Klein schedule and our schedule would really tell you something.	10/21/2022 3:14 PM
307	What is the difference between the two options? All of them have the exact same early dismissal and no school days.	10/21/2022 3:04 PM

308	Thank you!	10/21/2022 3:04 PM
309	Option 1 for 23-24 and Option 2 for 24-25 allow for families to take advantage of the days off and possibly plan family time/trips. Have random days off throughout the year becomes difficult, in terms of planning, for families who work.	10/21/2022 3:03 PM
310	I enjoy having a long weekend for Easter, which is why I picked both of these options.	10/21/2022 3:00 PM
311	it's definitely best to have days off grouped around easter	10/21/2022 2:58 PM
312	Do the four day Easter weekend	10/21/2022 2:55 PM
313	I wish we would consider a calendar like Klein ISD has that starts a bit earlier but has full week breaks throughout the year. Please consider for a vote.	10/21/2022 2:49 PM
314	Would love to see the days off shifted to more in the first semester prior to thanksgiving. Kids are really burnt out by middle of October each year.	10/21/2022 2:49 PM
315	Don't add more 1/2 days. We are voting on this. Not changes you add later	10/21/2022 2:47 PM
316	I like option two because my student is with his dad every other week. Option two gives both his dad and me a long weekend with him. Thank you.	10/21/2022 2:41 PM
317	Have you considered giving a week off in October?	10/21/2022 2:34 PM
318	I would vote for skipping the 3 and 4 day weekends or returning earlier in January to be out before Memorial Day.	10/21/2022 2:27 PM
319	Has SBISD considered combining any of the individual holidays into a "fall break"?	10/21/2022 2:26 PM
320	Don't have a strong opinion on the 'holidays after spring break' but wish we could start school later in August and cut back on non-Federal school holidays where needed.	10/21/2022 2:26 PM
321	Spreading out the off days to months that do not have any are perfect! Also, I am loving not returning back to school immediately after New Years day!	10/21/2022 2:23 PM
322	Would rather have the day off in January at another time. It's so close to the date we come back from Christmas break, I'd rather have another day later on.	10/21/2022 2:22 PM
323	The calendar options vary by only 1 day. It seems like in past years the DIT came up with a more distinct choice. Doesn't really seem worth the effort to go through a survey process for 1 day.	10/21/2022 2:22 PM
324	Please set Spring Break as soon as possible.	10/21/2022 2:16 PM
325	Getting back to School on January 9 is way to late. Can we get out of school on December 15 instead and return January 2? The time before Christmas is more valuable as a family than the time after New Year's	10/21/2022 2:14 PM
326	Wednesday December 20th is much too late to be let out of school for the Christmas holidays. And December 9th is too late to go back. I would strongly prefer to get out on December 15th and return on January 2nd	10/21/2022 2:11 PM
327	4 day work weeks? More early dismissal days? High school students starting later in the morning? Longer conference times for teachers? Thanks in advance for your consideration	10/21/2022 2:08 PM
328	None	10/21/2022 2:05 PM
329	There's literally no practical difference in either calendar. I find it deeply disappointing.	10/21/2022 2:05 PM
330	The 4 day weekend in April is what I prefer.	10/21/2022 2:03 PM
331	Would it be possible to add a week off in the month of October like many other districts do. Traveling would be extremely beneficial during the month of October.	10/21/2022 2:02 PM
332	I really wish there was a way to be out before Memorial Day in the spring.	10/21/2022 2:00 PM
333	I think having two staff/student days off (4 day weekend) in the 2023-2024 calendar might be too difficult for extracurricular events this time of year. Although I love a 4 day weekend. I think it can be challenging for theatre, and other athletic events that have activities around that time.	10/21/2022 2:00 PM
334	I'm not a fan of any of the proposed options provided. No working parent wants to start January	10/21/2022 2:00 PM

off with students getting 6 days off in the new year. This does not align with working parent schedules. That is too much time off during January. I also think kids need to end school prior to Memorial Day. Extending school after Memorial Day will increase the chances of absences since most families will not return after Memorial Day weekend.

335	I am EXTREMELY disappointed that parents were not given the option to vote on the start and end dates for school. Pushing the end date of school until after Memorial Day is not popular and this was done without input from those it effects the most. This survey is not really a survey at all. The district basically decided for everyone and is trying to appear as if we parents have an input but clearly that is not the case.	10/21/2022 1:59 PM
336	I is nice to have a long holiday weekend in April to observe Easter with family that may be out of town.	10/21/2022 1:57 PM
337	Stop having so many 1/2 days for training. That should be done during the summer not the school year.	10/21/2022 1:56 PM
338	I prefer when we are out of school before Memorial Day. Coming back after for one, not even full week, is silly.	10/21/2022 1:55 PM
339	Seriously? These calendars are practically the same. The only difference on either of them is the date of a possible day off/make-up day in case of bad weather. Did you pay someone to come up with this survey? Eliminate that position, pay your teachers, coaches, and administrative staff more, make a decision on a calendar, and just send it out. I'm sure someone had the "brilliant" idea to let everyone have a chance to weigh in on something but the powers that be said it couldn't be anything important so they decided to move around a theoretical make-up day and make it look like parents and students had a choice. Who knows their schedule that far ahead that they can make an honest decision which calendar they prefer? What a waste of time. Of course I am wasting even more time typing this but now you'll be doing the same reading it.	10/21/2022 1:49 PM
340	I could not view any of the attachments in my email. These kids have WAY too many days off and Early Release dates....I would be in favor of summer school every year for every kid.	10/21/2022 1:49 PM
341	Please don't move spring break any earlier for either year.	10/21/2022 1:48 PM
342	Fewer half days please! It's really hard with working parents. Prefer to be done with school before Memorial Day weekend.	10/21/2022 1:47 PM
343	Both of these calendars finish after Memorial Day, which is not ideal or necessary. The Christmas break is way too long. These kids don't need to be out of school almost three weeks. It would be much more desirable to take less time from that holiday and start school a day earlier so the students could finish before Memorial Day. Terrible to spend a holiday studying for finals. Pitiful planning by SBISD.	10/21/2022 1:46 PM
344	Thank you for working hard on preparing!	10/21/2022 1:45 PM
345	I'm so pleased to see that the school year isn't starting on a Monday like it's been the last 2 years!	10/21/2022 1:44 PM
346	What happened to the non-duty days for 230 day employees?...very disappointing	10/21/2022 1:44 PM
347	Ending the school year before Memorial Day is always preferable. I'd rather start earlier in August and take fewer holidays than continue the school year after Memorial Day weekend.	10/21/2022 1:43 PM
348	Both calendars don't give enough break before Christmas and both give too many days after New Years.	10/21/2022 1:40 PM
349	There is not much difference. You're basically asking for one holiday in April to be option 1 or option 2. Seems silly	10/21/2022 1:38 PM
350	I do not believe that having classes (especially early dismissal which I assume will be finals day) after Memorial Day is a good choice for the students or for families. If we will have instruction after memorial day then I believe it should be full days that week and finals the first week of June to ensure continued focus and rigor from both teachers and students at a very important time.	10/21/2022 1:38 PM
351	Longer 4 day weekends are really nice to unwind! And maybe travel to see family at Easter.	10/21/2022 1:36 PM
352	The options with 4-day weekends in April are nice.	10/21/2022 1:36 PM

353	To help with teacher mental health, have we considered a fall break, as Alief has implemented?	10/21/2022 1:35 PM
354	I prefer 2 three-day weekends over 1 four-day weekend.	10/21/2022 1:34 PM
355	Want student holiday during Ramadan and Eid.	10/21/2022 1:33 PM
356	Attending school after Memorial Day is very difficult for children. Their engagement is nil.	10/21/2022 1:33 PM
357	Would love a calendar that gets us out at Memorial Day, so we don't have to come back after Memorial Day.	10/21/2022 1:31 PM
358	We should not have school on Easter Monday	10/21/2022 1:30 PM
359	Please consider less early release days. They're very difficult for working parents. Is it possible to combine early release days into more full days off of school? Please also consider the November holiday to fall on November 1st, the day after Halloween, as Halloween in normally a late night for students.	10/21/2022 1:30 PM
360	Love the long weekend over Easter weekend. So nice as so many families in Houston are from other areas and can visit family or leave town, etc. Also gives teachers a nice break when they need it! Thank you!!	10/21/2022 1:30 PM
361	starting so early in August is really a bad thing	10/21/2022 1:30 PM
362	Please consider a 1 week Fall Break in October. Also shorten the summer to 6 weeks.	10/21/2022 1:26 PM
363	THANK YOU for not starting school on a Monday. That first full week is just too much and I much prefer a mid week start to the school year.	10/21/2022 1:25 PM
364	You should consider any major holiday on a Wednesday, it provide a shortened week to get adjusted. Has there evey been talk of an October Break? Working from July to Novemeber is a long time.	10/21/2022 1:24 PM
365	I like the four day weekend for the Easter weekend.	10/21/2022 1:24 PM
366	Kids should be off the Monday after Easter	10/21/2022 1:22 PM
367	2023 - 2024 I have no preference. 2024 - 2025 I prefer Option 2. I suggest a "No Preference" option in future surveys so that those who do have a preference can be prioritized.	10/21/2022 1:22 PM
368	Please keep the start days of all future calendars in the middle of the week. Students need a couple of days to get used to the school year again before starting with a full 5 day week.	10/21/2022 1:20 PM
369	I'm not voting for the 2024-2025 year as my son will have graduated from high school.	10/21/2022 1:19 PM
370	Please also review the quantity of 1/2 days.	10/21/2022 1:19 PM
371	Juneteenth is a federal holiday and should be considered a holiday for staff.	10/21/2022 1:18 PM
372	It's easier to recover after a 4-day weekend and schedule work-wise if it's in one chunk versus spread out over multiple weeks. It's always complicated for my family to take every other week off versus just a long weekend.	10/21/2022 1:18 PM
373	Also, if early dismissal days could be on Fridays or Mondays to help make it a long weekend, that would be great. I think there's an upcoming Wednesday early dismissal day, which is not helpful.	10/21/2022 1:17 PM
374	Why all the early dismissals in December before the holiday break? Makes it hard on working parents.	10/21/2022 1:16 PM
375	I like having the long weekend over Easter/Passover weekend. I believe it supports the family's ability to travel to see their relatives. Thank you!	10/21/2022 1:15 PM
376	This is all for the placement of one day off? Doesn't feel like much of an option... might as well just go ahead and make a decision without the parents involved.	10/21/2022 1:14 PM
377	I love having holidays stacked to make a 4 day weekend! It's so much easier and fun for working parents to spend time with family!	10/21/2022 1:12 PM
378	Prefer to group holidays together for longer break vs random days off	10/21/2022 1:11 PM

379	Other Texas school districts have fall break or multiple weeks off spring semester. SBISD needs to be more innovative in their calendars. Our calendar has looked basically the same for at least 15 years. Check out Klien ISD's 22-23 calendar: https://cdn5-ss12.sharpschool.com/UserFiles/Servers/Server_568041/File/District%20Calendar/22-23KleinISDCalendar.pdf Check out Diboll ISD's 22-23 calendar: https://4.files.edl.io/bfd5/06/22/22/223824-8e70097d-fca4-4c46-88c2-478243e53832.pdf	10/21/2022 1:11 PM
380	None	10/21/2022 1:11 PM
381	Thank you for letting us vote! =)	10/21/2022 1:11 PM
382	I think that shortening summer by a week or two and scattering those days into more long weekends would be incredible!	10/21/2022 1:09 PM
383	I wish they would not have to come back after Memorial Day. Seems silly.	10/21/2022 1:08 PM
384	I see no real difference for myself and my staff in Finance.	10/21/2022 1:08 PM
385	Please do not ask for a vote on something that does not options. The calendars are identical with only a minor difference. This is not real community input.	10/21/2022 1:06 PM
386	We prefer the 4 day weekend for students options.	10/21/2022 1:06 PM
387	Why are ending after Memorial Day again? What a wasted weekend as this kids have to study for finals over a 3 day weekend. Poor decision.	10/21/2022 1:05 PM

Spring Branch Independent School District

District Improvement Plan

2022-2023

Mission Statement

Inspiring Minds. Shaping Lives.

Vision

T-2-4 for Every Child.

Core Values

Every Child: We put students at the heart of everything we do.

Collective Greatness: We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

Table of Contents

Goals

Goal 1: STUDENT ACHIEVEMENT. SBISD students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2023, SBISD will increase student performance on STAAR 3-8/End-of-Course exams in all subjects tested by at least 3 points at each performance level (approaches, meets, masters).

2021-22: All subjects: 76% (approaches), 54% (meets), 30% (masters)
2020-21: All subjects: 71% (approaches), 48% (meets), 25% (masters)

High Priority

HB3 Goal

Evaluation Data Sources: State Accountability Reports (Domain 1)

Strategy 1 Details
Strategy 1: ACADEMICS: Provide campuses with curriculum and assessments aligned to TEKS with a year-long scope and sequence. [Effective Schools Framework]
Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points
Staff Responsible for Monitoring: Associate Superintendent of Academics, Executive Director of Curriculum and Instruction

Strategy 2 Details
Strategy 2: ACADEMICS: Provide campuses with assessments aligned to state standards and the appropriate level of rigor. Administered at least three times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence. [Effective Schools Framework]
Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points
Staff Responsible for Monitoring: Associate Superintendent of Academics, Executive Director of Curriculum and Instruction

Strategy 3 Details
Strategy 3: ACADEMICS: Ensure the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection. [Effective Schools Framework]
Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points
Staff Responsible for Monitoring: Associate Superintendent of Academics, Executive Director of Curriculum and Instruction

Strategy 4 Details

Strategy 4: ACADEMICS: Provide campuses with a data assessment platform to capture assessment data by item and student level. [Effective Schools Framework]

    Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points

    Staff Responsible for Monitoring: Associate Superintendent of Academics , Executive Director of Curriculum and Instruction, Executive Director of Assessment and Compliance

Strategy 5 Details

Strategy 5: ACADEMICS: Work with teacher teams at each campus to increase the rigor of instruction so that all students will perform at the highest levels.

    Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points

    Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction, Directors of each program area

Strategy 6 Details

Strategy 6: ACADEMICS: Provide differentiated support to campuses that have been identified by state and federal system for interventions with monthly and/or quarterly meetings.

    Strategy's Expected Result/Impact: All campuses to meet state standards; PLC planning supports through recurring cycles of collective inquiry during walkthroughs and feedback conferences

    Staff Responsible for Monitoring: Associate Superintendent for Academics, Community Superintendents, Executive Director of Curriculum and Instruction

Strategy 7 Details

Strategy 7: ACCOUNTABILITY: Train principals and directors on the state accountability system and how all performance levels are included in the calculations. Demonstrate why campuses need to increase the rigor of instruction so that all students will perform at the highest levels.

    Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points

    Staff Responsible for Monitoring: Associate Superintendent of Academic, Executive Director of Assessment and Compliance, Executive Director of Curriculum and Instruction

Strategy 8 Details

Strategy 8: ACCOUNTABILITY: Support and monitor schools implementing Targeted Improvement Plans.

    Strategy's Expected Result/Impact: All campuses with TIP will meet state accountability standards

    Staff Responsible for Monitoring: Associate Superintendent of Academics, Community Superintendents, Executive Director of Assessment and Compliance, Executive Director of Curriculum and Instruction

Strategy 9 Details

Strategy 9: READING/ELA (K-8): Align campus practices to balanced literacy framework of instruction to include reading workshop, writing workshop, and/or phonics/word study.

    Strategy's Expected Result/Impact: 100% of campuses will utilize district-adopted curriculum; In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points

    Staff Responsible for Monitoring: Director of Humanities, Principals

Strategy 10 Details
Strategy 10: READING/ELA (K-8): Teachers will plan for and implement small groups and individual conferences to provide explicit teaching in skills needed to master state assessments.
Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points
Staff Responsible for Monitoring: Director of Humanities

Strategy 11 Details
Strategy 11: READING/ELA (K-7): Train teachers on how to use running record data to increase student reading proficiency levels.
Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points
Staff Responsible for Monitoring: Director of Humanities

Strategy 12 Details
Strategy 12: READING/ELA (K-8): Provide extensive teacher training in the refinement of teaching reading, writing, and phonics.
Strategy's Expected Result/Impact: 100% of campuses will utilize district-adopted curriculum; In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points
Staff Responsible for Monitoring: Director of Humanities

Strategy 13 Details
Strategy 13: READING/ELA (8th grade): Provide professional learning that focuses on balanced literacy and the workshop approach with the implementation of district curriculum for reading, writing, and phonics (specifically for 8th grade).
Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points
Staff Responsible for Monitoring: Director of Humanities

Strategy 14 Details
Strategy 14: READING/ELA (8th grade): Develop and strengthen professional development with 8th grade teachers in the implementation of literacy best practices.
Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points
Staff Responsible for Monitoring: Director of Humanities

Strategy 15 Details
Strategy 15: READING/ELA (K-8): Provide professional learning that focuses on balanced literacy and the workshop approach with running record training and how to take running records, use the district tracker and use the data from running records to provide small group instruction.
Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points
Staff Responsible for Monitoring: Director of Humanities

Strategy 16 Details
Strategy 16: READING/ELA (K-8): Provide Homegrown Reading Institute for grades K-8 during July 2023. **Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points **Staff Responsible for Monitoring:** Director of Humanities

Strategy 17 Details
Strategy 17: READING/ELA (6-12): Ensure yearlong training and support continues for Abydos trainee cohort. **Strategy's Expected Result/Impact:** 80% of teacher will be on track to meet certification requirements **Staff Responsible for Monitoring:** Director of Humanities

Strategy 18 Details
Strategy 18: READING/ELA (9-12): Provide extensive professional development with high school teachers on the implementation of district curriculum and literacy best practices. **Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points **Staff Responsible for Monitoring:** Director of Humanities

Strategy 19 Details
Strategy 19: WRITING (K-12): Review student writing samples at each campus to determine patterns and identify where students are and how to provide feedback for growth. **Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points **Staff Responsible for Monitoring:** Director of Humanities

Strategy 20 Details
Strategy 20: WRITING (K-12): Train and model how to provide feedback through individual and small group writing conferences. **Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points **Staff Responsible for Monitoring:** Director of Humanities

Strategy 21 Details
Strategy 21: MATH (K-12): Support campus PLCs to provide curriculum & assessment updates and highlight resources, as well as promote networking among teachers. **Strategy's Expected Result/Impact:** Increase all three STAAR performance levels (approaches, meets, masters) by at least 3 points in mathematics. **Staff Responsible for Monitoring:** Director of Mathematics

Strategy 22 Details
Strategy 22: MATH (K-8): Provide monthly training for campus math coaches, DCs, MCLs, and/or interventionists, specifically training on curriculum, assessment, data analysis and coaching skills. **Strategy's Expected Result/Impact:** Increase all three STAAR performance levels (approaches, meets, masters) by at least 3 points in mathematics. **Staff Responsible for Monitoring:** Director of Mathematics

Strategy 23 Details

Strategy 23: MATH (2-Alg 1): Provide Data Digs after each PSA, working with teachers to analyze data and plan for next steps; and training teachers on supporting students to mastery.

    Strategy's Expected Result/Impact: Increase all three STAAR performance levels (approaches, meets, masters) by at least 3 points in mathematics.

    Staff Responsible for Monitoring: Director of Mathematics

Strategy 24 Details

Strategy 24: MATH (K-12) Train and support teachers in using math adaptive software to both fill gaps and support current learning; to use purposeful software assignments to help balance and manage station rotation and small group instruction.

    Strategy's Expected Result/Impact: Increase all three STAAR performance levels (approaches, meets, masters) by at least 3 points in mathematics (3-AlgI). Meet HB3 performance goals in K-2.

    Staff Responsible for Monitoring: Director of Mathematics

Strategy 25 Details

Strategy 25: MATH: Coach MIS and build relationships with campuses with monthly instructional classroom walks.

    Strategy's Expected Result/Impact: Increase all three STAAR performance levels (approaches, meets, masters) by at least 3 points in mathematics (3-AlgI). Meet HB3 performance goals in K-2.

    Staff Responsible for Monitoring: Director of Mathematics

Strategy 26 Details

Strategy 26: SCIENCE/STEM: Expand opportunities for elementary-aged students to explore STEM career fields.

    Strategy's Expected Result/Impact: Increased student opportunities

    Staff Responsible for Monitoring: Director of Science, Director of Educational Technology

Strategy 27 Details

Strategy 27: SCIENCE: Train teachers on EB student strategies and follow up with teachers who have been trained.

    Strategy's Expected Result/Impact: Implementation of interactive word walls with 100% of units, science instructional walks, social media posts using (#sbisdwordwalls)

    Staff Responsible for Monitoring: Director of Science

Strategy 28 Details

Strategy 28: SCIENCE: Provide campus-specific supports to catalyst schools to improve science instruction and student achievement.

    Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points

    Staff Responsible for Monitoring: Director of Science

Strategy 29 Details

Strategy 29: SCIENCE: Provide ongoing professional learning for science teachers on the 5E instructional model.

Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points; progress monitoring through frequent walkthroughs and feedback conferences

Staff Responsible for Monitoring: Director of Science

Strategy 30 Details

Strategy 30: SCIENCE: Provide after-school training for high school science teachers on strategies in literacy, EB students, and SPED.

Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points

Staff Responsible for Monitoring: Director of Science, Science Leads

Strategy 31 Details

Strategy 31: SCIENCE: Provide ongoing training on literacy strategies in science (speaking, reading, writing, visual).

Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points

Staff Responsible for Monitoring: Director of Science, Science Leads

Strategy 32 Details

Strategy 32: SCIENCE: Train new members to the science team on coaching and best practices.

Strategy's Expected Result/Impact: Increase retention of science teachers

Staff Responsible for Monitoring: Director of Science

Strategy 33 Details

Strategy 33: SOCIAL STUDIES (6-12): Provide professional development focusing on effective reading strategies and literacy-based instruction.

Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points

Staff Responsible for Monitoring: Director of Humanities

Strategy 34 Details

Strategy 34: LIBRARY MEDIA SERVICES: Provide access to and increase the use of print books to students across the district.

Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points

Staff Responsible for Monitoring: Director of Library Media

Strategy 35 Details

Strategy 35: LIBRARY MEDIA SERVICES: Increase availability and promote the use of eBooks to students across the district.

Strategy's Expected Result/Impact: Increase eBook usage statistics by at least 5%

Staff Responsible for Monitoring: Director of Library Media

Strategy 36 Details

Strategy 36: LIBRARY MEDIA SERVICES: Increase availability and promote the use of the digital resources to students across the district.
    Strategy's Expected Result/Impact: Increase database usage statistics by at least 3%
    Staff Responsible for Monitoring: Director of Library Media

Strategy 37 Details

Strategy 37: EDUCATIONAL TECHNOLOGY: Educational Technology Department staff will collaborate with campus leadership to support administrators, teachers & instructional staff during transition to the new learning management system (LMS).
    Strategy's Expected Result/Impact: 100% of middle school and high school teachers will meet the expectations for LMS usage.
    Staff Responsible for Monitoring: Director of Educational Technology, Principals

Strategy 38 Details

Strategy 38: EDUCATIONAL TECHNOLOGY: Educational Technology Department staff will provide campus-based professional learning, coaching & training sessions at each of their assigned campuses to support K-12 classroom technology integration.
    Strategy's Expected Result/Impact: 100% of middle school and high school teachers will incorporate educational technology skills such as effective use of an LMS to provide transformational learning experiences for all students.
    Staff Responsible for Monitoring: Director of Educational Technology, Principals

Strategy 39 Details

Strategy 39: MULTILINGUAL: Provide on-site instructional coaching, curriculum support and district-wide monthly PLC for teachers of newcomer students in grades 6-12.
    Strategy's Expected Result/Impact: Increase capacity of teachers who serve newcomer students
    Staff Responsible for Monitoring: Director of Multilingual Programs

Strategy 40 Details

Strategy 40: MULTILINGUAL: Train teachers and provide instructional support for Dual Language models at the elementary level.
    Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points
    Staff Responsible for Monitoring: Director of Multilingual Programs

Strategy 41 Details

Strategy 41: EMERGENT BILINGUAL STUDENTS: Support teachers with implementation of reading, writing, listening, and speaking instructional strategies into core content areas to engage all EL students at high levels.
    Strategy's Expected Result/Impact: In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points
    Staff Responsible for Monitoring: Director of Multilingual Programs

Strategy 42 Details

Strategy 42: SPECIAL EDUCATION: Train elementary ICS/Resource teachers at remaining 50% of elementary campuses in Reading Academies to build foundational skills in reading instruction. Train identified teachers in Dyslexia intervention (MTSE for English, Esperanza for Spanish).

> **Strategy's Expected Result/Impact:** All teachers at targeted campuses will be on track to meet certification requirements.
> **Staff Responsible for Monitoring:** Director of Special Education

Strategy 43 Details

Strategy 43: SPECIAL EDUCATION: Collaborate with content leaders to monitor growth in the reading scores of SE students through universal district data points (MAP, running records, PSA, etc.). Collaborate to ensure special education data is included at each campus data meeting to create action plans for instruction.

> **Strategy's Expected Result/Impact:** 80% of students participating in the general curriculum will increase reading level by one year.
> **Staff Responsible for Monitoring:** Director of Special Education

Strategy 44 Details

Strategy 44: SPECIAL EDUCATION: Train In-Class Support teachers in implementing Specially Designed Instruction to address students' individual needs. Conduct focused observations of In-Class Support classrooms in collaboration with campus administrators and content leaders. Monitor and provide coaching in the provision of Specially Designed Instruction for students with disabilities.

> **Strategy's Expected Result/Impact:** Targeted teachers will improve by at least one scoring level in at least 2 rubric measures.
> **Staff Responsible for Monitoring:** Director of Special Education

Strategy 45 Details

Strategy 45: SPECIAL EDUCATION: Develop a parent communications framework for use by campuses and the Special Education Department.

> **Strategy's Expected Result/Impact:** Parents will be effective partners in supporting their children with disabilities in their educational process.
> **Staff Responsible for Monitoring:** Director of Special Education

Strategy 46 Details

Strategy 46: GIFTED AND TALENTED: Provide programming to meet the educational needs of gifted and talented students through advanced learning opportunities through Bendwood experiences (SPIRAL), PGP services, and Spring Branch Academic Institute while expanding opportunities for all students to access rigorous course work through math acceleration, Advanced Academic Coursework, Advanced Placement, International Baccalaureate, Dual Credit or Dual Enrollment.

> **Strategy's Expected Result/Impact:** (Instructional approach): Increase in the number of students enrolling and succeeding in advanced option
> **Staff Responsible for Monitoring:** Director of Advanced Academic Studies

Strategy 47 Details

Strategy 47: FINE ARTS: Provide middle school students who have an interest in art to expand their personal art portfolio in preparation for Advanced Placement Art courses.

> **Strategy's Expected Result/Impact:** Every middle school will participate in the 8th grade portfolio review process
> **Staff Responsible for Monitoring:** Director of Fine Arts

Strategy 48 Details

Strategy 48: FINE ARTS: Expand opportunities to showcase student performance and artwork across the district and city.

> **Strategy's Expected Result/Impact:** 90% of students art work exhibited at the Secondary Spring Show (AYAM) and Geocache Scavenger Hunt; 90% of students participate at Don Coleman Coliseum art auction
>
> **Staff Responsible for Monitoring:** Director of Fine Arts

Strategy 49 Details

Strategy 49: HEALTH FITNESS: Provide more opportunities for student engagement and school connectedness by expanding the Advanced Movers program to include all elementary and middle school campuses in SBISD.

> **Strategy's Expected Result/Impact:** Increase the number of students and campuses who participate in the advanced movers program
>
> **Staff Responsible for Monitoring:** Director of Health Fitness

Strategy 50 Details

Strategy 50: HEALTH FITNESS: Provide on-site instructional coaching/mentors, curriculum support and district-wide monthly PLC for new health and health fitness teachers, including 2nd and 3rd year and/or struggling teachers.

> **Strategy's Expected Result/Impact:** Increase the support of new and struggling teachers by providing mentors and experienced master teachers for guidance and collaboration.
>
> **Staff Responsible for Monitoring:** Director of Health Fitness

Strategy 51 Details

Strategy 51: HEALTH FITNESS: Train teachers and provide instructional support for EB students in Health Fitness classes at all levels.

> **Strategy's Expected Result/Impact:** 100% of all Health Fitness teachers receive the book 38 Great Academic Language Builders and receive training on how to implement the strategies found in the book.
>
> **Staff Responsible for Monitoring:** Director of Health Fitness

Goal 1: STUDENT ACHIEVEMENT. SBISD students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: EARLY LITERACY: By June 2023, SBISD will increase the combined % of students reading On or Above Grade Level on the End-of-Year Running Records assessment in grades, K, 1, and 2, by 5 percentage points or ≥ to 85%.

2021-22 EOY: Kindergarten 66% On/Above Grade Level; 1st Grade: 68% On /Above Grade Level; 2nd Grade: 66% On /Above Grade Level
2020-21 EOY: Kindergarten 71% On/Above Grade Level; 1st Grade: 66% On /Above Grade Level; 2nd Grade: 56% On /Above Grade Level

High Priority

HB3 Goal

Evaluation Data Sources: Running Records End-of-Year Report

Strategy 1 Details
Strategy 1: PRE-KINDERGARTEN: Provide training and modeling in the use of updated PK3 and PK4 district curriculum to meet State high-quality curriculum component requirements.
Strategy's Expected Result/Impact: PK 4 students will meet or exceed PK end of year expectations as measured by pre-kindergarten formative assessments.
Staff Responsible for Monitoring: Director of PreK and Early Childhood Programs

Strategy 2 Details
Strategy 2: PRE-KINDERGARTEN: Monitoring benchmarks in English and Spanish to meet state high-quality student progress monitoring component requirements - Circle Progress Monitoring.
Strategy's Expected Result/Impact: Improve performance by 2 percentage points or ≥ 96%.
Staff Responsible for Monitoring: Director of PreK and Early Childhood Programs

Strategy 3 Details
Strategy 3: PRE-KINDERGARTEN: Provide professional development and coaching opportunities so that 100% of our PK teachers meet highly qualified teacher qualifications requirements.
Strategy's Expected Result/Impact: 100% of PK teachers have met State standards for HQ status
Staff Responsible for Monitoring: Director of PreK and Early Childhood Programs

Strategy 4 Details
Strategy 4: PRE-KINDERGARTEN: Ensure all students are ready for kindergarten.
Strategy's Expected Result/Impact: 90% of all PK 4 students will meet EOY Benchmark on CIRCLE Phonological Awareness Assessment. (Baseline year)
Staff Responsible for Monitoring: Director of PreK and Early Childhood Programs

Strategy 5 Details

Strategy 5: PRE-KINDERGARTEN: Provide Ready Rosie access to all PK parents.

    Strategy's Expected Result/Impact: Increase Ready Rosie parent usage rates by 10%.
2021-2022: 780 Families
2020-2021: 864 Families

    Staff Responsible for Monitoring: Director of PreK and Early Childhood Programs

Strategy 6 Details

Strategy 6: READING/ELA (K-2): Support Teachers and Leadership with early literacy reading instruments (TX-KEA, SBISD English Phonics Curriculum, SBISD Spanish Phonics Curriculum) to measure student progress in grades K-2.

    Strategy's Expected Result/Impact: 100% of teachers use and input on data trackers for grades K-2.

    Staff Responsible for Monitoring: Director of Humanities

Strategy 7 Details

Strategy 7: HUMANITIES: Implement Reading Academy training plan and layers of support to ensure participants meet standards as determined by the Texas Education Agency (year 2 of 2).

    Strategy's Expected Result/Impact: 100% of participants successfully complete Reading Academy requirements

    Staff Responsible for Monitoring: Director of Humanities

Goal 1: STUDENT ACHIEVEMENT. SBISD students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: GAP-CLOSING: By June 2023, SBISD will increase the percentage of academic achievement indicators met or exceeded in closing the gaps domain by 5%.

2021-22: SBISD met 19 of 26 academic targets evaluated (73% of targets met)
2020-21: SBISD met 16 of 26 academic targets evaluated (62% of targets met)

High Priority

Evaluation Data Sources: State Accountability Reports (Domain 3: Closing the Gaps)

Strategy 1 Details
Strategy 1: ACADEMICS: Provide campuses with curriculum and formative assessments aligned with targeted intervention strategies focused on individual student needs.
Strategy's Expected Result/Impact: Narrow the gap or improve performance above the target by at least 3 points
Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction

Strategy 2 Details
Strategy 2: READING/WRITING (K-8): Provide literacy curriculum materials and training to reading teachers to support in-class interventions and first-line differentiated instruction to include reading workshop, writing workshop, and phonics/word study.
Strategy's Expected Result/Impact: Narrow the gap or improve performance above the target by at least 3 points
Staff Responsible for Monitoring: Director of Humanities Director of Intervention Services

Strategy 3 Details
Strategy 3: READING/WRITING (9-12): Provide curriculum materials and training to English teachers to support planning for in-class interventions and first line differentiated lessons.
Strategy's Expected Result/Impact: Narrow the gap or improve performance above the target by at least 3 points
Staff Responsible for Monitoring: Director of Humanities

Strategy 4 Details
Strategy 4: MATH (K-Alg2): Train and support teachers on how to use pre-assessments to proactively address prior grade content gaps, determine readiness to learn, and provide the resources to cure deficiencies.
Strategy's Expected Result/Impact: Narrow the gap or improve performance above the target by at least 3 points
Staff Responsible for Monitoring: Director of Mathematics Director of Intervention Services

Strategy 5 Details
Strategy 5: MATH (K-preCalc): Train and support teachers on how to use quick checks for understanding into each concept of a unit, identifying immediate learning issues before they become problematic, and the resources to intervene with students.
Strategy's Expected Result/Impact: Narrow the gap or improve performance above the target by at least 3 points
Staff Responsible for Monitoring: Director of Mathematics

Strategy 6 Details
Strategy 6: INTERVENTION SERVICES: Ensure the proper identification of elementary and middle school students for Tier II intervention and implement the appropriate Tier II reading and math interventions.
Strategy's Expected Result/Impact: Narrow the gap or improve performance above the target by at least 3 points
Staff Responsible for Monitoring: Director of Intervention Services

Strategy 7 Details
Strategy 7: INTERVENTION SERVICES: Ensure that all Section 504 students (Prek-12th grade) receive proper instruction (FAPE) and in alignment with MTSS.
Strategy's Expected Result/Impact: All 504 students will receive FAPE.
Staff Responsible for Monitoring: Director of Intervention Services

Strategy 8 Details
Strategy 8: SUMMER SCHOOL: The district will provide extended learning opportunities through intervention and enrichment summer school programming serving PK-12.
Strategy's Expected Result/Impact: Narrow the gap or improve performance above the target by at least 3 points
Staff Responsible for Monitoring: Executive Director for Student Support Services, Director of Intervention Services, Director of Secondary Programming

Goal 1: STUDENT ACHIEVEMENT. SBISD students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: STUDENT GROWTH: By June 2023, SBISD will increase the percent of students demonstrating progress in reading and math by 5% points or ≥ to 85%.

2021-22: Grades 1-2 Reading - 44% met CGI; Math - 53% met CGI (Baseline Year)
       Grades 3-8 Reading - 51% met CGI; Math - 55% met CGI (Baseline Year)

High Priority

Evaluation Data Sources: BOY to EOY Measures of Academic Progress (MAP) Reports Grades 1 and 2
BOY to MOY MAP Reports Grades 3-8

Strategy 1 Details
Strategy 1: READING/ELA (K-8): Provide balanced literacy staff development and planning support to increase quality Reading, Writing and Phonics training instructional practices to grow readers by deepening teacher understanding.
Strategy's Expected Result/Impact: Increase the % of students who meet or exceed CGI targets on MAP: Reading (K-8) increase by 7 points
Staff Responsible for Monitoring: Director of Humanities; Director of Intervention Services

Strategy 2 Details
Strategy 2: MATH (K-2): Train and support teachers in all aspects of K-2 Progress Monitoring: data collection, data analysis, interventions, monitoring progress, and reporting.
Strategy's Expected Result/Impact: Meet HB3 performance goals in K-2
Staff Responsible for Monitoring: Director of Mathematics

Strategy 3 Details
Strategy 3: MATH (K-12): Train and support teachers to implement and maximize impact of small group instruction to differentiate based on student needs, acting on data collected from pre-assessments and quick checks for understanding.
Strategy's Expected Result/Impact: Increase the % of students who meet or exceed CGI targets on MAP: Math (K-8) increase by 5 points
Staff Responsible for Monitoring: Director of Mathematics

Goal 1: STUDENT ACHIEVEMENT. SBISD students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2023, the % of Emergent Bilingual/English Learners advancing at least one Composite Score level will increase by 5 percentage points or ≥ to 80%.

2021-22: TELPAS Progress Rate 43% (Based on completed TELPAS administrations in both 2021 and 2022.)

High Priority

Evaluation Data Sources: State Accountability Reports (Domain 3)

Strategy 1 Details
Strategy 1: MULTILINGUAL: Collaborate with school teams to provide targeted instructional support with TELPAS specific language domain(s). This support will focus on strategies for each domain along with modeling how the strategies can be implemented. Campuses will also be provided with training that focuses on the new TELPAS test items in order to make sure instruction is aligned to the expected outcome. Additionally, provide additional software support based on campus needs for Long term ELs.
Strategy's Expected Result/Impact: 5% increase of K-12 students growing one TELPAS composite level; 5% increase of EL students who meet reclassification criteria   **Staff Responsible for Monitoring:** Director of Multilingual Programs

Strategy 2 Details
Strategy 2: EMERGENT BILINGUAL STUDENTS: Provide teacher professional development based on EB student instructional strategies and materials to meet the unique needs of EB students. Additionally, provide reading materials, opportunities to attend conferences, and technology supplies to teachers as needed.
Strategy's Expected Result/Impact: Increase the capacity of teachers who serve English Learners.   **Staff Responsible for Monitoring:** Director of Multilingual Programs

Strategy 3 Details
Strategy 3: ENGLISH LEARNERS: Support PK campuses with the progress monitoring process of second language acquisition at the end of the school year.
Strategy's Expected Result/Impact: Provide PK campuses with the LAS training, materials, and assessment in order to monitor the acquisition of the English language.   **Staff Responsible for Monitoring:** Director of Multilingual Programs

Goal 1: STUDENT ACHIEVEMENT. SBISD students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 6: ADVANCED COURSES: Increase the number of students enrolled in advanced courses.

Fall 2022: 3,937 students enrolled in one or more Dual Credit/Dual Enrollment/Advanced Placement/International Baccalaureate courses.
Fall 2021: 3,562 students enrolled in one or more Dual Credit/Dual Enrollment/Advanced Placement/International Baccalaureate courses.

High Priority

Evaluation Data Sources: Skyward Course Enrollment Data

Strategy 1 Details
Strategy 1: ADVANCED ACADEMICS: Use data (Class grades, AP Potential, MAP) to identify and recruit students demonstrating ability to be successful in rigorous course work (e.g., AAC, AP, dual credit (HCC) and dual enrollment (OnRamps) programs.
Strategy's Expected Result/Impact: (Data-driven approach): Increase in the number of students enrolling in advanced courses (e.g., AAC, AP, Dual credit, OnRamps) for the 2022-2023 school year
Staff Responsible for Monitoring: Director of Advanced Academics, Director of Guidance and Counseling

Strategy 2 Details
Strategy 2: ADVANCED ACADEMICS: Support campuses with developing an academically rigorous culture by continuing to revise and improve advanced curriculum and professional development experiences that align with AAC and AP expectations.
Strategy's Expected Result/Impact: Committee will set a definition for advanced courses that contains learning expectations and course elements that can be clearly articulated to all stake holders
Staff Responsible for Monitoring: Director of Advanced Academic Studies

Strategy 3 Details
Strategy 3: SUMMER ENRICHMENT: Design student experiences, through summer camps, that academically challenge and socially engage students.
Strategy's Expected Result/Impact: Increase the number of students who participate in summer camp programs
Staff Responsible for Monitoring: Director of Advanced Academic Studies

Strategy 4 Details
Strategy 4: MATH (9-12): Support student success in AAC mathematics in all four comprehensive high schools, by providing district AAC meetings quarterly for high school AAC courses.
Strategy's Expected Result/Impact: Decrease the # of students moving levels from AAC to Academic in high school mathematics courses by 10%.
Staff Responsible for Monitoring: Director of Mathematics

Strategy 5 Details

Strategy 5: MATH (9-12): Monitor AAC enrollment and attrition at the four comprehensive high schools during the 2022-23 school year with enrollment counts in Geometry AAC, Algebra II AAC, and preCalculus AAC on September 15, January 15, and May 15 and use this data to set goals on each campus.

    Strategy's Expected Result/Impact: Decrease the # of students moving levels from AAC to Academic in high school mathematics courses by 10%.

    Staff Responsible for Monitoring: Director of Mathematics

Goal 1: STUDENT ACHIEVEMENT. SBISD students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 7: CCMR: Increase the % of graduates achieving College, Career, and Military Readiness status by at least 2% points.

Class of 2021: 61% of graduates met CCMR indicator
Class of 2020: 63% of graduates met CCMR indicator

Evaluation Data Sources: Accountability Reports Domain 1 (CCMR)

Strategy 1 Details
Strategy 1: CCMR: Engage students in a variety of CCMR options, such as: SAT/ACT, TSI, Advanced Placement, dual credit, OnRamps, CTE, and military so that each student achieves a CCMR designation.
Strategy's Expected Result/Impact: Increase the % of graduates achieving College, Career, Military Readiness status by at least 5 points based on data from 2022-23 graduating seniors
Staff Responsible for Monitoring: Executive Director of Assessment and Compliance; Executive Director of Postsecondary Outcomes, Counseling and Responsive Services; Director of Advanced Academics; Director of CTE; Director of Special Education

Strategy 2 Details
Strategy 2: CCMR: Increase student access to the Texas College Bridge platform at all high schools, to ensure that seniors who have not met a CCMR measure have an opportunity to meet a readiness measure prior to graduation.
Strategy's Expected Result/Impact: Increase number of students achieving CCMR measure on all five comprehensive high school campuses by 2%.
Staff Responsible for Monitoring: Executive Director for Postsecondary Outcomes, Counseling and Responsive Services, Coordinator of Counseling, T-2-4 Student Support Facilitator

Strategy 3 Details
Strategy 3: CCMR: Provide training to all high school instructional leadership teams to increase the knowledge about CCMR indicators and develop a CCMR campus plan tailored to increase student outcomes in key performance areas aligned to postsecondary success.
Strategy's Expected Result/Impact: Increase the number of students able to pursue a T-2-4 outcome by developing a strategic campus plan focused on tiered istructional intervention towards TSI assessment results
Staff Responsible for Monitoring: Executive Director for Postsecondary Outcomes, Counseling and Responsive Services

Goal 1: STUDENT ACHIEVEMENT. SBISD students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 8: CERTIFICATIONS: Increase the number of TEA-approved Industry Based Certifications by at least 10% points.

2021-22: 834 certifications earned
2020-21: 560 certifications earned

High Priority

HB3 Goal

Evaluation Data Sources: CTE certification report for Industry Based Certifications (IBC)

Strategy 1 Details
Strategy 1: CAREER AND TECHNICAL EDUCATION: Support CTE teachers to ensure students are prepared for certification exams which will lead to students earning certifications.
Strategy's Expected Result/Impact: Increase the number of industry certifications earned by 10%.
Staff Responsible for Monitoring: Director of Career and Technical Education

Strategy 2 Details
Strategy 2: CAREER AND TECHNICAL EDUCATION: Monitor systems to ensure the reporting of Industry Based Certification data is accurate and exams are administered in a timely way.
Strategy's Expected Result/Impact: Increase the accuracy in reporting earned certifications
Staff Responsible for Monitoring: Director of Career and Technical Education

Strategy 3 Details
Strategy 3: CAREER AND TECHNICAL EDUCATION: Train principals on certification exams aligned to specific courses and how to use data in teacher goal-setting conferences.
Strategy's Expected Result/Impact: Increase the number of industry certifications earned by 10%.
Staff Responsible for Monitoring: Director of Career and Technical Education

Goal 1: STUDENT ACHIEVEMENT. SBISD students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 9: GRADUATION: Increase graduation rate of the "All Student" group by at least one point.

Class of 2021: 4-year rate = 91.9%, 5-year rate = 91.9% (C/O 2020) 6-year rate = 91.2% (C/O 2019)
Class of 2020: 4-year rate = 90.0%, 5-year rate = 90.9% (C/O 2019) 6-year rate = 92.5% (C/O 2018)

High Priority

Evaluation Data Sources: Accountability Ratings Overall: "All student" group (Domain 1)

Strategy 1 Details
Strategy 1: EDUCATIONAL TECHNOLOGY: Collaborate with campus counselors to enroll students in virtual school courses for original credit and for credit recovery
Strategy's Expected Result/Impact: Increase the number of students completing virtual courses for original credit and/or credit recovery by 2 percentage points 2021-2022: Original Credit -96%; Credit Recovery - 97% 2020-2021: Original Credit -94%; Credit Recovery - 96% **Staff Responsible for Monitoring:** Director of Educational Technology

Strategy 2 Details
Strategy 2: STUDENT SERVICES: Support high school campuses with the development and implementation of credit recovery plans.
Strategy's Expected Result/Impact: Maintain district drop-out rate below 2.1% for high school students. 2019-2020: 1.7% 2018-2019: 1.8% Drop-out data is delayed by two years in TEA reporting. (Source: TAPR, Annual Dropout Rate, Gr 9-12) **Staff Responsible for Monitoring:** Executive Director of Student Support Services

Strategy 3 Details
Strategy 3: STUDENT SERVICES: Increase number of recovered dropouts and obtain good leaver codes so that students graduate and reach T-2-4.
Strategy's Expected Result/Impact: Reduce the district dropout rate. **Staff Responsible for Monitoring:** Director of Secondary Programming

Strategy 4 Details
Strategy 4: STUDENT SERVICES: Support high school campuses in identifying and developing interventions for seniors at risk of not graduating on time.
Strategy's Expected Result/Impact: Increase the number of seniors who graduate on time. **Staff Responsible for Monitoring:** Director of Secondary Programming

Goal 1: STUDENT ACHIEVEMENT. SBISD students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 10: POST-SECONDARY ENROLLMENT: Increase the % of graduates enrolling in a post-secondary option by at least 1% point.

Class of 2021: 65% enrolled in a T-2-4 option
Class of 2020: 63% enrolled in a T-2-4 option

High Priority

Evaluation Data Sources: National Student Clearinghouse data, TEA data, SBISD data

Strategy 1 Details

Strategy 1: CAREER AND TECHNICAL EDUCATION : Increase the number of CTE students who are CTE concentrators and completers based on their 4-year course sequence.
    Strategy's Expected Result/Impact: Increase the number of students who commit to a CTE pathway as part of their 4-year planning.
2021: (2018-19 Cohort) 1,123 students considered CTE Learners (CTE Concentrators + Completers)
2020: (2017-18 Cohort) 1,164 students considered CTE Learners (CTE Concentrators + Completers)
Data is delayed by two years.
    Staff Responsible for Monitoring: Director of Career and Technical Education

Strategy 2 Details

Strategy 2: CAREER AND TECHNICAL EDUCATION: Partner with 2-year institutions to increase the number of Level 1 Certificates students receive.
    Strategy's Expected Result/Impact: Increase the number of Level 1 Certificates by 10%.
    Staff Responsible for Monitoring: Director of Career and Technical Education

Strategy 3 Details

Strategy 3: COUNSELING/POSTSECONDARY OUTCOMES: Partner with higher education institutions to provide opportunities for students to engage with in events and activities that lead to increased enrollment of high school and alumni students in industry-based, 2-year, 4-year and military opportunities.
    Strategy's Expected Result/Impact: Increased percentage of students pursuing industry-based, 2-year, 4-year, and military postsecondary credentials
    Staff Responsible for Monitoring: Executive Director of Postsecondary Outcomes, Counseling and Responsive Services; Director of CTE; Coordinator of Counseling; Guidance and Counseling Team

Strategy 4 Details

Strategy 4: COUNSELING/POSTSECONDARY OUTCOMES: Provide students and parents with training opportunities, activities and events that assist them with enrolling in a military, technical, 2-year, or 4- year institution after graduation.
    Strategy's Expected Result/Impact: Parents will be better informed and prepared to support their children and guide them in their selections regarding their postsecondary options
    Staff Responsible for Monitoring: Executive Director of Postsecondary Outcomes, Counseling and Responsive Services; Coordinator of Counseling; Guidance and Counseling Team

Strategy 5 Details

Strategy 5: STRATEGIC PARTNERSHIPS: Leverage career exploration experiences to expand student awareness of and interest in career opportunities and the T-2-4 options to make them happen.
 	
    Strategy's Expected Result/Impact: Number of students participating in events and feedback through student evaluations
    Staff Responsible for Monitoring: Director of Community Engagement

Strategy 6 Details

Strategy 6: COLLEGE AND CAREER READINESS: Provide multiple opportunities for test prep and testing that prepare students for success on college entrance exams such as PSAT 8/9, School Day SAT (juniors), and School Day SAT (seniors); Ensure every student enrolled in an Advanced Placement course is aware of utilizes online supports (Khan Academy, Shmoop, Digital Dashboard) in course work and test preparation.
 	
    Strategy's Expected Result/Impact: Students will receive targeted exam preparation in order to show an increase in their scores on these college credit exams
    Staff Responsible for Monitoring: Director of Advanced Academic Studies

Goal 2: STUDENT SUPPORT. SBISD students will benefit from multi-tiered systems of support.

Performance Objective 1: T-2-4 READY GRADUATE: Expand awareness and support implementation of the Core Characteristics of a T-2-4 Ready Graduate.

    Evaluation Data Sources: Campus inventory documents, evidence of on-campus professional development, portfolio of campus and districts communication

Strategy 1 Details

Strategy 1: Develop means for establishing and collecting baseline data to inform future work.
    Strategy's Expected Result/Impact: Collection of baseline data through student focus groups.
    Staff Responsible for Monitoring: Associate Superintendent for Academics
Executive Director for Postsecondary Outcomes, Guidance and Counseling, and Responsive Services.

Strategy 2 Details

Strategy 2: Continue leveraging Core Characteristics communications strategies within district communications channels and engagement opportunities.
    Strategy's Expected Result/Impact: Increased awareness of Core Characteristics across key stakeholder groups.
    Staff Responsible for Monitoring: Associate Superintendent for Communications & Community Engagement
Director of Community Engagement
Director of Communications

Strategy 3 Details

Strategy 3: Develop and distribute toolkit for district/campus leaders to champion awareness work on their campus/teams.
    Strategy's Expected Result/Impact: Completed Core Characteristics toolkit.
    Staff Responsible for Monitoring: Associate Superintendent for Communications & Community Engagement
Director of Community Engagement
Director of Communications

Strategy 4 Details

Strategy 4: Pilot Core Characteristics recognition items across all campuses.
    Strategy's Expected Result/Impact: Core Characteristics recognition items developed and distributed, with positive feedback received from campus leadership
    Staff Responsible for Monitoring: Associate Superintendent for Communications & Community Engagement
Director of Community Engagement
Director of Communications

Goal 2: STUDENT SUPPORT. SBISD students will benefit from multi-tiered systems of support.

Performance Objective 2: COUNSELING: Increase staff and parent efficacy around mental health awareness and student support through ongoing professional learning.

    Evaluation Data Sources: Community partnerships, newsletters, training materials, staff and parent professional development opportunities

Strategy 1 Details

Strategy 1: COUNSELING/RESPONSIVE SERVICES: Mental health resource materials will be developed for campus counselors to use in supporting students and families.
    Strategy's Expected Result/Impact: Developed mental health resource materials ; Mental Health Newsletters published and disseminated every 6 to 9 weeks.
    Staff Responsible for Monitoring: Executive Director of Postsecondary Outcomes, Counseling and Responsive Services, Mental Health Facilitator

Strategy 2 Details

Strategy 2: COUNSELING/RESPONSIVE SERVICES: Host a Mental Health and Wellness Fair for the SBISD community focused on overall family health and wellness.
    Strategy's Expected Result/Impact: Increased awareness of mental health needs and connect staff, parents and the community to local mental health supports and resources.
    Staff Responsible for Monitoring: Executive Director of Postsecondary Outcomes, Counseling and Responsive Services; Director of Postsecondary Readiness, Counseling and Responsive Supports; Director of Health and Wellness; Mental Health Facilitator

Strategy 3 Details

Strategy 3: COUNSELING/RESPONSIVE SERVICES: Provide trauma trainingto staff via in person counselor training at the beginning of the year to enhance mental health supports to students who have experienced trauma.
    Strategy's Expected Result/Impact: Increased efficacy of staff regarding their skills in supporting students experiencing mental health needs related to trauma.
    Staff Responsible for Monitoring: Director of Postsecondary Readiness, Counseling and Responsive Supports, Mental Health Facilitator, campus counselors

Strategy 4 Details

Strategy 4: COUNSELING/RESPONSIVE SERVICES: Coordinate with CIS, CYS, and other social service and mental health providers to ensure that wrap around services are provided to support the social-emotional needs of students.
    Strategy's Expected Result/Impact: Ensure MOU agreements between SBISD and partnering organizations align with current needs of SBISD students and review annual reports from partnering organizations for demonstrated impact.
    Staff Responsible for Monitoring: Director of Postsecondary Readiness, Counseling and Responsive Supports, Mental Health Facilitator

Strategy 5 Details

Strategy 5: HOMELESS SUPPORTS: Remove barriers to enrollment for homeless students by providing school of origin transportation, resources, tutorials, mentoring, and progress/attendance monitoring.

    Strategy's Expected Result/Impact: Academic success of students being served under the McKinney-Vento Act

    Staff Responsible for Monitoring: Director of External Funding and Compliance

    Results Driven Accountability

Strategy 6 Details

Strategy 6: EMERGENT BILINGUAL STUDENTS: Support newcomers by providing counseling support and family engagement activities for our EB students and families.

    Strategy's Expected Result/Impact: Provide counseling support to students in identified schools with a high number of recent immigrants.

    Staff Responsible for Monitoring: Director of Multilingual Programs

Goal 2: STUDENT SUPPORT. SBISD students will benefit from multi-tiered systems of support.

Performance Objective 3: COUNSELING: Provide 100% of secondary students with relevant experiences that prepare them to achieve a T-2-4 goal after graduation.

    Evaluation Data Sources: Naviance reports, course enrollment data, CTE program participation, extracurricular postsecondary programs

Strategy 1 Details
Strategy 1: COUNSELING/POSTSECONDARY PREPARATION: Facilitate a process where we engage students in providing feedback about best practices in promoting relevant interactions, activities, experiences and opportunities to integrate the Core Characteristics of a T-2-4 Graduate into the academic foundation of all learners.
Strategy's Expected Result/Impact: Instill and develop assets and skills in students that allow them to successfully transition K through 12 and present as a graduate equipped to successfully pursue and attain a T-2-4 outcome.   **Staff Responsible for Monitoring:** Director of Postsecondary Readiness, Counseling and Responsive Supports, Coordinator of Counseling, Campus Administration, Counselors

Strategy 2 Details
Strategy 2: COUNSELING/POSTSECONDARY PREPARATION: Provide students and parents with training opportunities, activities and events that assist them with understanding K-12 development of a T-2-4 Graduate through the implementation of the 4E Model.
Strategy's Expected Result/Impact: Increased percentage of students pursuing a military, technical, 2-Year or 4-Year credential   **Staff Responsible for Monitoring:** Director of Postsecondary Readiness, Counseling and Responsive Supports, Coordinator of Counseling, Guidance and Counseling Team

Strategy 3 Details
Strategy 3: COUNSELING/POSTSECONDARY PREPARATION: Ensure that 100% of 8th graders have an informed four-year plan in Naviance Course Planner aligned to a CTE Program of Study and/or Endorsement selection.
Strategy's Expected Result/Impact: With students being informed and intentional about aligning goals, interests and abilities with their future careers, we will increase the number of students prepared to pursue a T-2-4 outcome   **Staff Responsible for Monitoring:** Director of Postsecondary Readiness, Counseling and Responsive Supports, Coordinator of Counseling, Guidance and Counseling Team

Strategy 4 Details
Strategy 4: COUNSELING/POSTSECONDARY PREPARATION: Develop a post-secondary plan with all Juniors to ensure their readiness to pursue a T-2-4-M option upon graduation.
Strategy's Expected Result/Impact: Finalize students postsecondary career plans and prepare them to transition successfully into a T-2-4 option   **Staff Responsible for Monitoring:** Director of Postsecondary Readiness, Counseling and Responsive Supports Coordinator of Counseling, Guidance and Counseling Team

Goal 2: STUDENT SUPPORT. SBISD students will benefit from multi-tiered systems of support.

Performance Objective 4: SYSTEM OF CARE: Implement a Multi-Tiered System of Supports to provide intercession for students exhibiting mental health concerns and at-risk behavior aligned to tier 1, 2 and 3 .intervention.

    Evaluation Data Sources: Training materials, requests for services, training rosters, menu of services requests/data by campus

Strategy 1 Details
Strategy 1: SYSTEM OF CARE/RESPONSIVE SERVICES: Provide year-long Positive Behavior Intervention Supports (PBIS) implementation for the second cohort of six campuses, while monitoring the development of the 6 campuses from cohort 1.
Strategy's Expected Result/Impact: Increase staff knowledge and usage of PBIS strategies; Decrease the number of students being removed from first-line instruction due to office referral or suspension; Decrease number student assigned to the DAEP for discretionary placement   **Staff Responsible for Monitoring:** Executive Director of Postsecondary Outcomes, Counseling and Responsive Services; Coordinator of System of Care; Care Coaches

Strategy 2 Details
Strategy 2: SYSTEM OF CARE/RESPONSIVE SERVICES::   Provide a multi-tiered system of supports for students who transition into the ESSP program and partner to facilitate a restorative practice protocol upon return.
Strategy's Expected Result/Impact: Increased partnerships between school teams and Care Coaches to ensure staff training needs are met and student BIPs are implemented with fidelity   **Staff Responsible for Monitoring:** Executive Director of Postsecondary Outcomes, Counseling and Responsive Services; Coordinator of System of Care; Care Coaches

Strategy 3 Details
Strategy 3: SYSTEM OF CARE/RESPONSIVE SERVICES: Ensure that 85% of students who have a "first time" alcohol and marijuana code of conduct violations will complete with an intervention program through a partnership with Council on Recovery.
Strategy's Expected Result/Impact: Decrease number of students placed at DAEP for drug/alcohol violations   **Staff Responsible for Monitoring:** Executive Director of Postsecondary Outcomes, Counseling and Responsive Services; Coordinator of System of Care; AMP Facilitator

Strategy 4 Details
Strategy 4: SYSTEM OF CARE: Partner with the Council on Recovery to provide staff and parent training and support related to alcohol, marijuana, and substance use.
Strategy's Expected Result/Impact: Increase the wrap-around supports between school , home and community for students struggling with alcohol and substance use   **Staff Responsible for Monitoring:** Executive Director of Postsecondary Outcomes, Counseling and Responsive Services; Coordinator of System of Care; AMP Facilitator

Goal 2: STUDENT SUPPORT. SBISD students will benefit from multi-tiered systems of support.

Performance Objective 5: DYSLEXIA: Ensure eligible emergent bilingual students are identified and receive dyslexia intervention services.

2021-2022: 634 of 1,994 dyslexia students were Emergent Bilingual
2020-2021: 216 of 1,283 dyslexia students were Emergent Bilingual

    Evaluation Data Sources: Skyward data

Strategy 1 Details

Strategy 1: DYSLEXIA: Support middle schools in the use of multiple measures to identify EL students who need formal dyslexia evaluations.
    Strategy's Expected Result/Impact: Increase in data-informed dyslexia referrals coming from the SSC process
    Staff Responsible for Monitoring: Lead Dyslexia Intervention Specialist

Strategy 2 Details

Strategy 2: DYSLEXIA: Provide training and support to campuses on utilizing multiple measures in primary grades to better identify Spanish speaking students who may need formal dyslexia evaluations.
    Strategy's Expected Result/Impact: Increase in data-informed dyslexia referrals coming from the SSC process
    Staff Responsible for Monitoring: Director of Intervention Services, Lead Dyslexia Intervention Specialist

Strategy 3 Details

Strategy 3: DYSLEXIA: Develop guidance and train ARD Committees on decision-making processes around the most appropriate intervention setting for bilingual students identified with dyslexia.
    Strategy's Expected Result/Impact: Effective screening and appropriate interventions in place for K-1 students;
Data on screening and intervention will be entered into Skyward.
    Staff Responsible for Monitoring: Director of Intervention Services; Director of Special Education

Goal 2: STUDENT SUPPORT. SBISD students will benefit from multi-tiered systems of support.

Performance Objective 6: MENTORING PROGRAMS: Expand number of SpringBoard Mentor Program matches.

> **Evaluation Data Sources:** Mentor match database, End of Year Mentor and Mentee feedback

Strategy 1 Details
Strategy 1: Sustain and expand mentor program partnerships.
Strategy's Expected Result/Impact: Increase number of mentor/mentee matches by reconnecting with mentor partners; provide new mentor training opportunities for potential mentor volunteers; help mentors understand SBISD Core Characteristics to develop them in students through the mentoring relationship. **Staff Responsible for Monitoring:** Coordinator for Community Services and Mentoring Programs

Strategy 2 Details
Strategy 2: Sustain communications plan for SpringBoard to better; inform, support and guide mentors.
Strategy's Expected Result/Impact: Continue Mentoring Matters Newsletter, Mentor surveys to measure quality of campus and district support and mentoring presence in Top Ten and District social media. **Staff Responsible for Monitoring:** Coordinator for Community Services and Mentoring Programs

Strategy 3 Details
Strategy 3: Embed SBISD Core Characteristics into SpringBoard Mentor Program for mentors.
Strategy's Expected Result/Impact: Mentor U experiences, training, field trips, resources for mentors aligned with SBISD's Core Characteristics to support mentor/mentee relationships. **Staff Responsible for Monitoring:** Coordinator for Community Services and Mentoring Programs

Goal 2: STUDENT SUPPORT. SBISD students will benefit from multi-tiered systems of support.

Performance Objective 7: COMMUNITY PARTNERSHIPS: Sustain and grow ReadSBISD programming, and develop SBISD Counts! programming, to support district priorities.

> **Evaluation Data Sources:** Qualitative and quantitative data from program participants and Academics and Student Supports teams

Strategy 1 Details
Strategy 1: Expand Reading Buddies program to identified schools based on leadership capacity and data-informed need.
Strategy's Expected Result/Impact: Student Reading Data, Tutor evaluations, Tutee pre- and post-evaluations, number of schools and students served, and number of virtual tutors engaged   **Staff Responsible for Monitoring:** Director of Community Engagement

Strategy 2 Details
Strategy 2: Sustain/build programming in partnership with the Barbara Bush Houston Literacy Foundation.
Strategy's Expected Result/Impact: Re-engage Reading RoundUp programming and sustain/build My Home Library program at participating schools.   **Staff Responsible for Monitoring:** Director of Community Engagement

Strategy 3 Details
Strategy 3: Develop and distribute SBISD Counts! Family Math Guide to PK-2 families.
Strategy's Expected Result/Impact: Completed Guide; feedback received from families   **Staff Responsible for Monitoring:** Director of Community Engagement

Strategy 4 Details
Strategy 4: Research and develop Math Buddies program model.
Strategy's Expected Result/Impact: Have a developed Math Buddies model ready to pilot.   **Staff Responsible for Monitoring:** Director of Community Engagement

Goal 3: SAFE SCHOOLS. SBISD will ensure a safe and orderly learning environment.

Performance Objective 1: CAMPUS SAFETY COMMITTEE: Support Campus Safety Committees on each campus.

    Evaluation Data Sources: Campus Safety Committee rosters from each campus.

Strategy 1 Details
Strategy 1: Establish Campus Safety Committees on each campus composed of a cross section of stake holders to look at matters related to campus safety.
Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster Each campus team will meet three times/year so that all campuses will be able to refine safety practices   **Staff Responsible for Monitoring:** Associate Superintendent of Administration, Director of Safety and Security

Strategy 2 Details
Strategy 2: Inform principals via e-mail and presentation that campus safety committees will be required on each campus
Strategy's Expected Result/Impact: 100% of schools will have an established safety committee   **Staff Responsible for Monitoring:** Director of Safety and Security

Strategy 3 Details
Strategy 3: Collaborate with district departments to address safety needs as they occur on individual campuses.
Strategy's Expected Result/Impact: Each responsible department will address safety needs in a timely manner for each individual campus.   **Staff Responsible for Monitoring:** Director of Safety and Security; Principals

Goal 3: SAFE SCHOOLS. SBISD will ensure a safe and orderly learning environment.

Performance Objective 2: DISTRICT SAFETY COMMITTEE: In compliance with Senate Bill 11, the District level safety committee will address safety issues throughout the district.

    Evaluation Data Sources: District Safety Committee roster and minutes from meetings.

Strategy 1 Details
Strategy 1: Develop a District Safety Committee comprised of district stake holders and emergency responders as required by SB 11.
Strategy's Expected Result/Impact: Maintain committee roster in the District Emergency Operation Plan; meet at least 3 times per year
Staff Responsible for Monitoring: Chief of Police

Strategy 2 Details
Strategy 2: Develop and refine procedures for small and large scale emergencies.
Strategy's Expected Result/Impact: Procedures documented in EOP
Staff Responsible for Monitoring: Chief of Police

Strategy 3 Details
Strategy 3: The District Safety Committee will review findings from the HCDE school safety audits.
Strategy's Expected Result/Impact: Address areas of need as a result of campus safety audits
Staff Responsible for Monitoring: Chief of Police, Director of Safety and Security, Safety and Risk Manager

Strategy 4 Details
Strategy 4: Develop new partnerships or streamline existing partnerships with community and county emergency organizations to ensure inter-agency cooperation in the event of a large-scale emergency.
Strategy's Expected Result/Impact: Regularly meet with partners; procedures documented in EOP
Staff Responsible for Monitoring: Chief of Police

Goal 3: SAFE SCHOOLS. SBISD will ensure a safe and orderly learning environment.

Performance Objective 3: EMERGENCY OPERATIONS: Ensure District and Campus Emergency Operations Procedures comply with SB 11 and include Standard Operating Procedures for all campuses and departments.

    Evaluation Data Sources: District and campus emergency operation procedures, drills, trainings and site audits.

Strategy 1 Details

Strategy 1: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.
    Strategy's Expected Result/Impact: All campus EOPs turned in and filed by September 1st
    Staff Responsible for Monitoring: Chief of Police, Safety and Risk Manager, Emergency Manager

Strategy 2 Details

Strategy 2: Update campus EOPs annually and train staff at the start of each school year.
    Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs; staff training documents maintained; EOPs submitted by September 1st
    Staff Responsible for Monitoring: Principals, safety officers, campus safety committees, Emergency Manager

Strategy 3 Details

Strategy 3: Collect and verify that each campus has developed and submitted Campus EOPs.
    Strategy's Expected Result/Impact: 100% of campus EOPs are filed and reviewed
    Staff Responsible for Monitoring: Director of Safety and Security

Strategy 4 Details

Strategy 4: Develop, train, and communicate District-level Emergency Operations Procedures and annexes.
    Strategy's Expected Result/Impact: Standard operating procedures will allow individuals to function effectively during emergency situations
    Staff Responsible for Monitoring: Chief of Police
Director of Safety and Security

Strategy 5 Details

Strategy 5: Provide Stop the Bleed training and kits to selected faculty and staff at every campus.
    Strategy's Expected Result/Impact: Approximately 500 campus staff members across the district will be trained in Stop the Bleed procedures and be issued a Stop the Bleed kit.
    Staff Responsible for Monitoring: Director of Safety and Security and Supervising Nurse

Goal 3: SAFE SCHOOLS. SBISD will ensure a safe and orderly learning environment.

Performance Objective 4: REUNIFICATION: Refine procedures for reunification and communication during significant emergency events that require relocation and/or trauma support.

    Evaluation Data Sources: Raptor results, reunification procedures booklets and instructions, and contract with Black Swan.

Strategy 1 Details
Strategy 1: Develop reunification procedures that align with best practices as outlined by the Texas School Safety Center and the I Love You Guys Foundation.
Strategy's Expected Result/Impact: Written reunification procedures and assignments for departments such as Technology, Transportation, Food Services, etc. Communications Department updated crisis communications plan and templates for major and minor crisis situations
Staff Responsible for Monitoring: Director of Athletics

Strategy 2 Details
Strategy 2: Conduct reunification drill during the fall semester and complete an "after action review."
Strategy's Expected Result/Impact: Refine reunification drill procedures if needed
Staff Responsible for Monitoring: Director of Athletics

Strategy 3 Details
Strategy 3: Use Raptor Technologies to facilitate the reunification process.
Strategy's Expected Result/Impact: Conduct reunification drill to pilot and test feasibility of the Raptor system
Staff Responsible for Monitoring: Director of Athletics

Strategy 4 Details
Strategy 4: Contract with Black Swan Emergency Management to support emergency response efforts.
Strategy's Expected Result/Impact: Approved contract; written procedures established
Staff Responsible for Monitoring: Associate Superintendent for Community Relations

Strategy 5 Details
Strategy 5: Update and refine SBISD Crisis Communications plan, to include Black Swan and an expanded database of crisis communications templates.
Strategy's Expected Result/Impact: SBISD Crisis Communications Plan
Staff Responsible for Monitoring: Director for Communications

Strategy 6 Details

Strategy 6: Attend standard response protocol training.

    Strategy's Expected Result/Impact: Refine reunification drills

    Staff Responsible for Monitoring: Director of Safety and Security, Emergency Manager

Goal 3: SAFE SCHOOLS. SBISD will ensure a safe and orderly learning environment.

Performance Objective 5: HEALTH AND SAFETY: Implement health and safety guidance from federal, state, and local government agencies.

    Evaluation Data Sources: Monitor agency health and safety guidance

Strategy 1 Details

Strategy 1: Provide training to staff and students on ways to prevent and/or slow the spread of viruses and other infectious diseases.
    Strategy's Expected Result/Impact: Training completed by staff and students
    Staff Responsible for Monitoring: Director of Safety and Security, Supervising Nurse

Strategy 2 Details

Strategy 2: Monitor cases of viruses and other infectious diseases at individual campuses throughout the district.
    Strategy's Expected Result/Impact: Schools kept open
    Staff Responsible for Monitoring: Director of Safety and Security, Supervising Nurse

Goal 3: SAFE SCHOOLS. SBISD will ensure a safe and orderly learning environment.

Performance Objective 6: DATING VIOLENCE: Address issues related to dating violence.

Evaluation Data Sources: Feedback from counselors and administrators

Strategy 1 Details

Strategy 1: Educate students, parents, and staff that dating violence includes the "intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Texas Family Code Section 71.0021."
  Strategy's Expected Result/Impact: Active or potential cases of dating violence would be recognized, reported, and addressed.
  Staff Responsible for Monitoring: Director of Safety and Security
  Director of Postsecondary Readiness, Counseling, and Responsive Supports

Strategy 2 Details

Strategy 2: Provide awareness education to students and parents through multiple resources (data related to dating violence resources, school publications and school safety officers) that **SBISD does not tolerate dating violence at school.**
  Strategy's Expected Result/Impact: Community members, staff, and students would recognize dating violence and know the steps on how to report.
  Staff Responsible for Monitoring: Director of Safety and Security
  Director of Postsecondary Readiness, Counseling and Responsive Supports

Strategy 3 Details

Strategy 3: Provide awareness and education to students, parents, and staff regarding procedures for reporting under FFH (Local), including immediate parent notification if a student is identified as an alleged victim or perpetrator of dating violence.
  Strategy's Expected Result/Impact: Ensure that students, parents, and staff are informed about reporting requirements under FFH (Local), and that they understand how to report an alleged victim or perpetrator of dating violence.
  Staff Responsible for Monitoring: Director of Safety and Security
  Director of Postsecondary Readiness, Counseling and Responsive Supports
  Executive Director of Secondary Administrative Services

Strategy 4 Details

Strategy 4: Provide appropriate training to staff to support students who are or may be victims of dating violence.
  Strategy's Expected Result/Impact: Students will be supported and provided counseling intervention to overcome adverse affects of dating violence .
  Staff Responsible for Monitoring: Director of Safety and Security
  Director of Postsecondary Readiness, Counseling and Responsive Supports

Goal 4: COMMUNITY AND FAMILY ENGAGEMENT. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

Performance Objective 1: FAMILY E3: Implement the SBISD Family Education, Engagement and Empowerment (E3) Framework.

    Evaluation Data Sources: Parent U sessions, translation and interpretation data

Strategy 1 Details
Strategy 1: Ensure information related to school and family engagement programs, processes, procedures, meetings, and other activities is provided to families in a format and, to the extent practicable, in a language they can understand.
Strategy's Expected Result/Impact: Expanded implementation of SBISD Translation and Interpretation Procedure.
Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement

Strategy 2 Details
Strategy 2: Build staff capacity to implement Family E3 framework and foster effective family-school partnerships at the campus and district levels.
Strategy's Expected Result/Impact: Professional development opportunities and access to resources for best practices.
Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement

Strategy 3 Details
Strategy 3: Reinforce customer service commitments through staff professional development, including Share a Smile Conference and Raptor Training.
Strategy's Expected Result/Impact: Customer Service Conferences, Survey Results
Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement

Strategy 4 Details
Strategy 4: Provide Parent U events to grow and develop parent capacity to support their children's academic and social and emotional development.
Strategy's Expected Result/Impact: Parent U attendance and evaluation data
Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement

Strategy 5 Details
Strategy 5: Facilitate family education and engagement workshops in support of Family E3 Framework.
Strategy's Expected Result/Impact: Attendance and evaluation data
Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement

Strategy 6 Details

Strategy 6: Embed SBISD Core Characteristics into Family E3 programing.

Strategy's Expected Result/Impact: Increase awareness and articulation of Core Characteristics

Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement

Strategy 7 Details

Strategy 7: Collaborate with Communities in Schools (CIS) campus-based staff to support family engagement efforts on campuses.

Strategy's Expected Result/Impact: Improved family engagement practices

Staff Responsible for Monitoring: Assoc. Superintendent for Communications and Community Engagement
Coordinator of Community Services and Mentoring Programs

Strategy 8 Details

Strategy 8: HEALTH FITNESS: Sustain and elevate the coordinated approach of the District School Health Advisory Council which offers customized support for every child, staff and family member.

Strategy's Expected Result/Impact: SHACs assist the districts in ensuring that local community values are reflected in health education instruction. Increase participation of parents and community stakeholders to reinforce the knowledge and skills children need to stay healthy for a lifetime.

Staff Responsible for Monitoring: Director of Health Fitness

Goal 4: COMMUNITY AND FAMILY ENGAGEMENT. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

Performance Objective 2: TEACHER APPRECIATION SUPPORTS: Leverage community partners to show appreciation and community support for teaching staff.

    Evaluation Data Sources: Principal nominations and teachers named

Strategy 1 Details
Strategy 1: Sustain the Teachers Driving Success throughout the 2022-23 school year.
Strategy's Expected Result/Impact: Nominations received and teacher selected monthly
Staff Responsible for Monitoring: Director of Community Engagement

Strategy 2 Details
Strategy 2: Collaborate with PTAs, Sister School relationships and partners to provide teacher appreciation opportunities.
Strategy's Expected Result/Impact: Expand number of teacher appreciation opportunities
Staff Responsible for Monitoring: Director of Community Engagement

Goal 4: COMMUNITY AND FAMILY ENGAGEMENT. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

Performance Objective 3: PARTNERSHIP ENGAGEMENT: Expand partnerships and deepen their strategic impact.

    Evaluation Data Sources: Number of strategic partnerships and types of strategic activities

Strategy 1 Details

Strategy 1: Sustain partner convening model to re-engage with and grow partner base and align partner efforts to district / campus needs.
     Strategy's Expected Result/Impact: Number of partners attending convenings ; Number of campus needs met
     Staff Responsible for Monitoring: Director of Community Engagement

Strategy 2 Details

Strategy 2: Sustain and grow partner and volunteer programming in alignment with district priorities, goals and initiatives.
     Strategy's Expected Result/Impact: Aligned community engagement opportunities in support of T-2-4 priorities and initiatives
     Staff Responsible for Monitoring: Director of Community Engagement

Strategy 3 Details

Strategy 3: Develop and implement partner processes to support district-level and campus engagement.
     Strategy's Expected Result/Impact: Process and trainings developed and implemented
     Staff Responsible for Monitoring: Director of Community Engagement

Strategy 4 Details

Strategy 4: CAREER AND TECHNICAL EDUCATION: Continue to recruit Business and Industry partners as well as post secondary partners.
     Strategy's Expected Result/Impact: Increase the number of Business/Industry and post secondary partners who commit to the framework by 20%
 2021-2022: 24 partners
 2020-2021: 20 partners
     Staff Responsible for Monitoring: Director of Career and Technical Education

Goal 5: TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff.

Performance Objective 1: RECRUITMENT: Refine recruitment plan focused on increasing the number of qualified applicants for teaching that reflects SBISD's Core Values and our student demographics.

High Priority

Evaluation Data Sources: Talent data on applicants, turnover, recruitment, mentoring and onboarding feedback

Strategy 1 Details
Strategy 1: Recruitment efforts designed to attract qualified instructional, non-instructional, paraprofessional and axillary staff by building university, ACP and business partnerships.
Strategy's Expected Result/Impact: Analyze data to show improved processing time in hiring candidates to fill vacancies. Participate in and host recruiting events with various ACPs and universities in-state and out of state. Expanded partnerships for both instructional and non-instructional areas.   **Staff Responsible for Monitoring:** Directors of Talent & Support Services

Strategy 2 Details
Strategy 2: Attend and host job fairs, participate in panel discussions and research, advertise and market SBISD through multiple venues to attract quality candidates.
Strategy's Expected Result/Impact: Increase the number of qualified applicants   **Staff Responsible for Monitoring:** Directors of Talent & Support Services Recruiters

Strategy 3 Details
Strategy 3: Train administrators regarding district compensation plan on how to communicate and respond to their employees.
Strategy's Expected Result/Impact: Competitive compensation and benefits to attract staff   **Staff Responsible for Monitoring:** Executive Director of Talent Director of Personnel Services

Strategy 4 Details
Strategy 4: Design and market clear career pathways and opportunities based on competencies.
Strategy's Expected Result/Impact: Align career pathways through job descriptions and competency maps   **Staff Responsible for Monitoring:** Executive Director of Talent Directors of Talent & Support Services

Strategy 5 Details

Strategy 5: Monitor salaries and benefit packages of surrounding districts to ensure the district's compensation and benefits offerings remain competitive.
 	
     Strategy's Expected Result/Impact: Competitive compensation and benefits to attract staff
     Staff Responsible for Monitoring: Executive Director of Talent
 Director of Personnel Services

Goal 5: TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff.

Performance Objective 2: DEVELOPMENT: Develop staff through professional learning opportunities aligned with competencies.

    Evaluation Data Sources: Professional learning calendar, talent data and 45 Day New Teacher Survey

Strategy 1 Details
Strategy 1: Collaborate with Academics and Administration to develop, design, or provide high-quality professional development related to the three-year New Teacher Academy and Campus Administrator New Leadership Pipeline.
Strategy's Expected Result/Impact: Data that reflects employees increased participation, satisfaction and requests for on-going professional learning   **Staff Responsible for Monitoring:** Associate Superintendent of Administration & Talent Executive Director of Talent Directors of Talent & Support Services Director of Administration and Talent Community Superintendents

Strategy 2 Details
Strategy 2: Develop, design, or provide high-quality professional development trainings for department supervisors, professional staff, and campus administrators.
Strategy's Expected Result/Impact: Data that reflects employees increased participation, satisfaction requests for on-going professional learning.   **Staff Responsible for Monitoring:** Associate Superintendent of Administration & Talent Executive Director of Talent Directors of Talent & Support Services Director of Administration and Talent

Strategy 3 Details
Strategy 3: EDUCATIONAL TECHNOLOGY: Educational Technology Department staff will provide professional learning and training sessions for K-12 instructional staff, campus administrators and district leaders focused on infusion of K-8 Technology Applications TEKS, ISTE Standards, and a variety of digital tools & resources into classroom instruction.
Strategy's Expected Result/Impact: District staff, teachers and leaders will have the opportunity to participate in a minimum of two (2) training or coaching sessions, which will increase their capacity to support technology infusion into classroom instruction.   **Staff Responsible for Monitoring:** Director of Educational Technology

Goal 5: TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff.

Performance Objective 3: RETENTION: Focus retention efforts on providing high quality professional learning aligned to competencies through job-embedded experiences for both administrators and staff, a strong mentoring program, flexible staffing, and competitive salary structure.

Evaluation Data Sources: Talent data, professional learning calendar and staff surveys.

Strategy 1 Details
Strategy 1: Focus retention efforts by continuing professional learning opportunities for teachers and administrators through New Teacher Academy, Mentoring program, OC-TX, and Campus New Administrator Pipeline.
Strategy's Expected Result/Impact: Less teacher and administrator turnover
Staff Responsible for Monitoring: Associate Superintendent of Administration & Talent Executive Director Directors of Talent & Support Services Director of Administration and Talent Community Superintendents Facilitator of Induction and Retention

Strategy 2 Details
Strategy 2: Provide flexible staffing to campus leaders by continuing to offer the OC-TX model.
Strategy's Expected Result/Impact: Flexible staffing plans to meet campus needs
Staff Responsible for Monitoring: Associate Superintendent of Administration & Talent Executive Director of Talent Directors of Talent & Support Services Staffing Officer

Strategy 3 Details
Strategy 3: Continuing, supporting, and sustaining the mentoring program for teachers by providing quality professional learning, observation time and coaching.
Strategy's Expected Result/Impact: Increased retention rate
Staff Responsible for Monitoring: Associate Superintendent of Administration & Talent Executive Director of Talent Directors of Talent & Support Services Director of Administration and Talent Facilitator of Induction and Retention

Strategy 4 Details

Strategy 4: Build and support administrators' capacity to provide meaningful coaching and feedback for employees in efforts to impact and improve retention.

Strategy's Expected Result/Impact: Increase retention

Staff Responsible for Monitoring: Associate Superintendent of Administration & Talent
Executive Director of Talent
Community Superintendents

Strategy 5 Details

Strategy 5: READING/ELA (K-8): Support teachers in their implementation of district curriculum by providing Literacy Instructional Specialists to deliver on-site coaching.

Strategy's Expected Result/Impact: Increase retention of ELA teachers

Staff Responsible for Monitoring: Director of Humanities

Strategy 6 Details

Strategy 6: SCIENCE: Provide teacher leadership and science content knowledge training through Elementary Science Institute and Secondary Science Lead Teacher Cohort.

Strategy's Expected Result/Impact: Increase retention of science teachers

Staff Responsible for Monitoring: Director of Science

Strategy 7 Details

Strategy 7: MULTILINGUAL: Support teachers who seek ESL or bilingual certification by providing study sessions in preparation for state certification exam.

Strategy's Expected Result/Impact: Increase the number of teachers completing ESL certification exam

Staff Responsible for Monitoring: Director of Multilingual

Strategy 8 Details

Strategy 8: HEALTH FITNESS: Support Health Fitness Assistants who seek physical education certification by providing study sessions in preparation for state certification exam.

Strategy's Expected Result/Impact: Increase the number of assistants completing Physical Education certification exam to becoming certified Health Fitness teachers.

Staff Responsible for Monitoring: Director of Health Fitness

Strategy 9 Details

Strategy 9: PRE-KINDERGARTEN: Train PK and Kinder para-professionals at regular intervals throughout the school year to assist teachers in responding to instructional needs of students.

Strategy's Expected Result/Impact: Increase the # of students reading on grade level and perfoming on level in math.

Staff Responsible for Monitoring: Director of PreK and Early Childhood Programs

Goal 5: TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff.

Performance Objective 4: ONBOARDING: Focus onboarding efforts on providing new employees an understanding of SBISD's culture, mission and Core Values through a robust district orientation.

    Evaluation Data Sources: Talent data, professional learning calendar, and staff surveys

Strategy 1 Details

Strategy 1: Onboarding process to increase employee engagement through beginning and mid-year district hire orientation.
     Strategy's Expected Result/Impact: Review and analyze surveys, talent and professional learning data
     Staff Responsible for Monitoring: Directors of Talent & Support Services
 Director of Administration and Talent

Goal 5: TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff.

Performance Objective 5: INSTRUCTIONAL LEADERSHIP DEVELOPMENT: Increase opportunities for high quality training, mentoring, and leadership.

    Evaluation Data Sources: Number of internal applicants selected for leadership positions.

Strategy 1 Details
Strategy 1: Provide professional development on instructional leadership and creating strong Professional Learning Communities at principal and assistant principal meetings, Leadership U, and summer conferences.
Strategy's Expected Result/Impact: Increase the number of internal applicants selected for leadership positions
Staff Responsible for Monitoring: Associate Superintendent of Academics   Associate Superintendent of Administration and Talent   Community Superintendents

Strategy 2 Details
Strategy 2: Convene a Leadership Development Continuum Committee to design a multi-year plan to grow-our-own administrators.
Strategy's Expected Result/Impact: Create an aspiring principal timeline of experiences
Staff Responsible for Monitoring: Associate Superintendent of Academics   Associate Superintendent of Administration and Talent   Community Superintendents

Goal 6: FISCAL RESPONSIBILITY.   SBISD will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

    Evaluation Data Sources: FIRST Report, Annual Audit

Strategy 1 Details

Strategy 1: Maintain an "A" superior rating in Financial integrity Rating System of Texas.
    Strategy's Expected Result/Impact: School FIRST Rating - Aug 2021 and Annual Audit.
    Staff Responsible for Monitoring: CFO & Controller

Strategy 2 Details

Strategy 2: Continue to maintain an unmodified opinion for the district's annual external audit report.
    Strategy's Expected Result/Impact: Clean Opinion on annual audit
    Staff Responsible for Monitoring: Director of Accounting
Controller

Goal 6: FISCAL RESPONSIBILITY. SBISD will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 2: BOND PROGRAM: Effectively manage bond program finances.

    Evaluation Data Sources: Bond Transcripts, Rating reports, Post issuance compliance worksheets, FIP reports

Strategy 1 Details

Strategy 1: Structure bond sales in order to minimize scheduled P & I payments and True interest cost - TIC.
    Strategy's Expected Result/Impact: Bond Sales according to established timeline and projected bond progress
    Staff Responsible for Monitoring: CFO & Controller

Strategy 2 Details

Strategy 2: Maintain underlying unenhanced bond ratings of AA by S & P and Aa1 by Moody's.
    Strategy's Expected Result/Impact: S & P - AA rating and Moody's Aa1 ratings.
    Staff Responsible for Monitoring: CFO & Controller

Strategy 3 Details

Strategy 3: Meet all post issuance compliance & continuing disclosure requirements.
    Strategy's Expected Result/Impact: S & P - AA rating and Moody's Aa1 ratings. Post issuance compliance worksheets
    Staff Responsible for Monitoring: CFO & Controller

Strategy 4 Details

Strategy 4: Provide timely funding and effective financial reporting to facilitate efficient completion of capital expenditure projects.
    Strategy's Expected Result/Impact: FIP Report
    Staff Responsible for Monitoring: CFO & Controller

Goal 6: FISCAL RESPONSIBILITY.   SBISD will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 3: OPERATING BUDGETS: Develop and monitor annual operating budgets.

    Evaluation Data Sources: Budget Status Reports, Original Budget, & Final Amended Budget

Strategy 1 Details
Strategy 1: Develop a budget based on Board of Trustee goals and T24 strategies.
Strategy's Expected Result/Impact: Adoption of the fiscal budget to meet the Board of Trustee's Goals
Staff Responsible for Monitoring: CFO, Controller & Budget Accountant

Strategy 2 Details
Strategy 2: Prepare monthly Budget Status Report and monitor to confirm actual revenue and expenditure is consistent with budget.
Strategy's Expected Result/Impact: Approval of the Budget Status Report by the Board of Trustees
Staff Responsible for Monitoring: CFO, Controller & Budget Accountant

Strategy 3 Details
Strategy 3: Monitor source data to confirm funding is maximized.
Strategy's Expected Result/Impact: Summary of Finance Report - TEA
Staff Responsible for Monitoring: CFO, Controller, Budget Accountant & Finance & Business Analyst

Strategy 4 Details
Strategy 4: Keep abreast of legislative activity relevant to funding in order to anticipate and influence change supportive of the district's strategies.
Strategy's Expected Result/Impact: Adjusting budget to align with legislation
Staff Responsible for Monitoring: CFO

Goal 6: FISCAL RESPONSIBILITY.   SBISD will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 4: TECHNOLOGY BOND PROJECTS: Maintain effective and efficient implementation of Technology Bond Projects.

    Evaluation Data Sources: Bond Oversight materials and project plans

Strategy 1 Details
Strategy 1: Ensure all district end user equipment meets district lifecycle standards.
Strategy's Expected Result/Impact: 100% of staff devices are less than five years old.
Staff Responsible for Monitoring: Director of Customer Service

Strategy 2 Details
Strategy 2: Ensure safety & security upgrades districtwide.
Strategy's Expected Result/Impact: -On time/on budget implementation of network security appliance(s) -On time/on budget implementation of storage upgrade
Staff Responsible for Monitoring: Executive Director Cyber Security & IT Operations

Strategy 3 Details
Strategy 3: Upgrade Network & Infrastructure equipment districtwide.
Strategy's Expected Result/Impact: On time/on budget implementation of phone upgrade.
Staff Responsible for Monitoring: Executive Director Cyber Security & IT Operations

Goal 6: FISCAL RESPONSIBILITY.   SBISD will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 5: IT OPERATIONS AND SYSTEMS: Maintain efficient and effective operations and IT systems.

    Evaluation Data Sources: KACE Tickets, Inventory Reports

Strategy 1 Details
Strategy 1: Tech services will meet 95% or greater of technology service ticket SLAs and have a satisfaction rating of 4.5 or greater on a 5-point scale.
Strategy's Expected Result/Impact: 95% of tickets resolved within designated SLAs 4.5 or greater satisfaction rating   **Staff Responsible for Monitoring:** Technology Ex. Director Directors

Strategy 2 Details
Strategy 2: Implement districtwide cybersecurity professional development.
Strategy's Expected Result/Impact: State certified cybersecurity professional development program. 100% completion by all employees and Board of Trustees by deadline.   **Staff Responsible for Monitoring:** Technology Ex. Director

Goal 6: FISCAL RESPONSIBILITY.   SBISD will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 6: DISTRICT COMMUNICATION: Maintain effective communication with all stakeholders.

    Evaluation Data Sources: Webpage and social media statistics, district communication

Strategy 1 Details
Strategy 1: Develop Strategic Communications and Engagement Plan.
Strategy's Expected Result/Impact: Plan to guide strategic work of Communications and Community Engagement teams in support of district operations and strategic priorities.
Staff Responsible for Monitoring: Associate Superintendent for Communications & Community Engagement

Strategy 2 Details
Strategy 2: Provide timely, accurate information regarding district operations for internal and external stakeholders.
Strategy's Expected Result/Impact: Communications Plan, Website Content, State of Schools
Staff Responsible for Monitoring: Associate Superintendent for Communications & Community Engagement Director of Communications