

# Spring Branch Independent School District District Improvement Plan

2023-2024



# 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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Spring Branch Independent School District (SBISD) is located in west Houston and serves over 33,000 students in grades PK3 to 12 at 25 elementary schools, 7 traditional middle schools, 4 traditional high schools and several choice program options. Two district charter schools are Westchester Academy for International Studies (WAIS), a combined middle and high school campus offering the International Baccalaureate (IB) academic program, and Cornerstone Academy, an academically rigorous middle school charter. Spring Branch Academic Institute serves students identified and tested as highly gifted. In 2012, SBISD joined with KIPP Houston (KIPP) and YES Prep Public Schools (YES Prep) to form the SKY Partnership, bringing their charter programs to Landrum and Northbrook middle schools and Northbrook High School. Dual Language Programs from Pre-K through grade 5 are offered at Cedar Brook, Pine Shadows, and Sherwood elementary schools.

SBISD schools include:

- 5 Schools for Early Learning
- 25 Elementary Schools
- 7 Traditional Middle Schools
- 1 Charter Middle School
- 1 Charter Middle/High School
- 4 Traditional High Schools

Enrollment trends showed an increase of 361 students from the 2020–2021 school year to the 2022–2023 school year.

### Enrollment Trends:

2022-2023: Enrollment – 33,649

2021-2022: Enrollment – 33,545

2020-2021: Enrollment – 33,288

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students has remained relatively consistent during the past three years. The majority of the students were Hispanic, followed by White. During the 2022-2023 school year, 56.7% of the students were economically disadvantaged; 37.7% were identified as Emergent Bilingual/English Learner (EB/EL); 53.9% At-Risk; 5.7% Immigrant; 1.7% Homeless, 12.3% of students were identified for special education services; and 11.9% were identified for Gifted and Talented services.

### Demographic Trends: Race/Ethnicity

2022-2023: African American – 1,879 (5.6%)

2021-2022: African American – 1,801 (5.4%)

2020-2021: African American – 1,688 (5.1%)

2022-2023: American Indian-Alaskan Native – 130 (0.4%)

2021-2022: American Indian-Alaskan Native – 89 (0.3%)

2020-2021: American Indian-Alaskan Native – 79 (0.2%)

2022-2023: Asian – 2,204 (6.6%)  
2021-2022: Asian – 2,224 (6.6%)  
2020-2021: Asian – 2,228 (6.7%)

2022-2023: Hispanic – 19,329 (57.4%)  
2021-2022: Hispanic – 19,444 (58.0%)  
2020-2021: Hispanic – 19,525 (58.7%)

2022-2023: Native Hawaiian-Pacific Islander – 11 (0.03%)  
2021-2022: Native Hawaiian-Pacific Islander – 10 (0.03%)  
2020-2021: Native Hawaiian-Pacific Islander – 10 (0.03%)

2022-2023: White – 9,088 (27.0%)  
2021-2022: White – 9,020 (26.9%)  
2020-2021: White – 8,867 (26.6%)

2022-2023: Two-or-more – 1,008 (3.0%)  
2021-2022: Two-or-more – 957 (2.9%)  
2020-2021: Two-or-more – 891 (2.7%)

*Source: PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

**Additional Student Information:**

2022-2023: At-Risk – 18,132 (53.9%)  
2021-2022: At-Risk – 18,316 (54.6%)  
2020-2021: At-Risk – 17,749 (53.3%)

2022-2023: Economically Disadvantaged – 19,083 (56.7%)  
2021-2022: Economically Disadvantaged – 19,035 (56.7%)  
2020-2021: Economically Disadvantaged – 18,965 (57.0%)

2022-2023: Emergent Bilingual/English Learner – 12,676 (37.7%)  
2021-2022: Emergent Bilingual/English Learner – 12,470 (37.2%)  
2020-2021: Emergent Bilingual/English Learner – 12,106 (36.4%)

2022-2023: Gifted and Talented – 4,001 (11.9%)  
2021-2022: Gifted and Talented – 3,730 (11.1%)  
2020-2021: Gifted and Talented – 3,595 (10.8%)

2022-2023: Homeless – 558 (1.7%)  
2021-2022: Homeless – 395 (1.2%)  
2020-2021: Homeless – 280 (0.8%)

2022-2023: Immigrant – 1,922 (5.7%)  
2021-2022: Immigrant – 1,987 (5.9%)  
2020-2021: Immigrant – 1,905 (5.7%)

2022-2023: Migrant – \*  
2021-2022: Migrant – \*  
2020-2021: Migrant – \*

2022-2023: Special Education – 4,125 (12.3%)  
2021-2022: Special Education – 3,575 (10.7%)  
2020-2021: Special Education – 3,392 (10.2%)

*Source: PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

**Attendance Rates:**

2020-2021: 94.5%

2019-2020: 97.7%

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**Chronic Absenteeism:**

2020-2021: 17.1%

2019-2020: 7.4%

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

# Safe Schools

## Safe Schools Summary

In SBISD, we place the highest priority on the safety and security of our students and staff. Our Emergency Response Protocols are a critical part of our campus and district safety plans. A school crisis may arise for a variety of reasons. For example, there may be an environmental event, such as a chemical spill or gas leak; a weather emergency, such as a tornado warning; or an intruder in or near the school. SBISD follows the Standard Response Protocols as part of our campus and district safety plans. The nature of the situation dictates whether school officials, in coordination with the SBISD Police, will put in place a lockdown, secure, shelter, evacuation, hold or any combination of these protocols, to ensure the safety and well-being of students and staff. Families and students are critical partners in the safety and security of our schools. Students are asked to follow our “See Something, Say Something” protocol whenever they have a safety concern for themselves or others. Each campus website has an Anonymous Reporting link where families and students can share information or concerns.

Parents, community members, politicians, teachers, and even students have all expressed the need for greater safety and security in our schools. This includes concern for community violence, infectious diseases, as well as highly publicized school shootings. State officials and SBISD find that mental health, student supports, risk management, and safety conscious practices all contribute to a safe and healthy school environment.

Organizing the steps for building and maintaining a safe and healthy school for administrators will help provide activities to keep the school in compliance and also include key stakeholders in the process. Campus administrators will be able to use Campus Safety Committees and appropriate messaging to leverage proactive communication regarding the school’s and the district’s efforts to maintain student safety as a priority.

## Demographics Strengths

- Historically, SBISD has maintained a stable student population. From 2013 through 2020, enrollment remained steady at around 35,000 students. As with many districts throughout Texas, the pandemic caused a decrease in student enrollment but since then, the student population has stabilized and has slightly increased each of the last two years.
- SBISD reflects the diversity of the State of Texas. Each demographic group, as reported in the most recent TAPR report, is represented and mirrors the broad range of families across the state. In addition, the district has students from homes speaking over seventy different languages.
- Over the last three years, the number and percent of students who participate and receive Gifted and Talented services have increased.

## Safe Schools Strengths

SBISD has an integrated department that consists of the school nurses, Campus Safety Officers, district risk management team, as well as its own police department. School nurses and Campus Safety Officers receive training and support that is coordinated by the division of Talent and Administration. The police department exceeds all training requirements to respond to school emergencies. Fast response times and proactively addressing possible incidents are priorities. The district risk management team is experienced and proactive. Procedures to address hazardous materials and unsafe practices are in place and documented. Required drills are practiced and documented. The District Safe School video lessons are required of all employees and address a variety of Spring Branch Independent School District important safety issues that pertain to students as well as employees.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** DEMOGRAPHICS: District attendance rates fall below the Region and State. **Root Cause:** An analysis of the attendance rates suggests that the district attendance policy needs adequate monitoring, organization, structure and implementation from the district and campuses.

**Problem Statement 2:** DEMOGRAPHICS: The rates of chronic absenteeism are greater than the Region and State. **Root Cause:** Conflicting priorities between home and school along with language barriers have contributed to a lack of support services.

**Problem Statement 3:** SAFE SCHOOLS: School safety is the responsibility of everyone in the SBISD community. This includes families and students understanding their role in school safety. As we continue to improve and refine our efforts to keep schools safe, we will work with families and students to actively participate in this effort. **Root Cause:** Media and social media coverage of school violence has led families and students to be concerned about school safety. Families and students need support in understanding their role and responsibility in school safety and how they can work with their school.

**Problem Statement 4:** SAFE SCHOOLS: State requirements for standards and protocols related to safety and security mandates immediate, constant and continuous oversight. **Root Cause:** Addressing the rise in school violence has led to legislative mandates to harden district facilities and provide ongoing and continuous safety training for staff and students.



# Student Achievement

## Student Achievement Summary

SBISD implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Community (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

### **Below is a summary of the STAAR Reading passing rates:**

2022: 3rd Grade Reading - 77% Approaches; 55% Meets; 35% Masters

2021: 3rd Grade Reading - 71% Approaches; 43% Meets; 23% Masters

2022: 4th Grade Reading - 80% Approaches; 59% Meets; 34% Masters

2021: 4th Grade Reading - 66% Approaches; 41% Meets; 20% Masters

2022: 5th Grade Reading - 82% Approaches; 62% Meets; 41% Masters

2021: 5th Grade Reading - 75% Approaches; 52% Meets; 36% Masters

2022: 6th Grade Reading - 70% Approaches; 47% Meets; 27% Masters

2021: 6th Grade Reading - 62% Approaches; 36% Meets; 19% Masters

2022: 7th Grade Reading - 77% Approaches; 59% Meets; 43% Masters

2021: 7th Grade Reading - 71% Approaches; 51% Meets; 30% Masters

2022: 8th Grade Reading - 82% Approaches; 61% Meets; 41% Masters

2021: 8th Grade Reading - 74% Approaches; 48% Meets; 23% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

### **Below is a summary of the STAAR Mathematics passing rates:**

2022: 3rd Grade Mathematics - 75% Approaches; 52% Meets; 29% Masters

2021: 3rd Grade Mathematics - 69% Approaches; 43% Meets; 22% Masters

2022: 4th Grade Mathematics - 76% Approaches; 52% Meets; 31% Masters

2021: 4th Grade Mathematics - 68% Approaches; 48% Meets; 33% Masters

2022: 5th Grade Mathematics - 80% Approaches; 56% Meets; 32% Masters

2021: 5th Grade Mathematics - 77% Approaches; 55% Meets; 36% Masters

2022: 6th Grade Mathematics - 79% Approaches; 49% Meets; 25% Masters  
2021: 6th Grade Mathematics - 70% Approaches; 46% Meets; 24% Masters

2022: 7th Grade Mathematics - 70% Approaches; 48% Meets; 29% Masters  
2021: 7th Grade Mathematics - 65% Approaches; 43% Meets; 24% Masters

2022: 8th Grade Mathematics - 69% Approaches; 38% Meets; 14% Masters  
2021: 8th Grade Mathematics - 56% Approaches; 30% Meets; 10% Masters  
*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**Below is a summary of the End of Course (EOC) STAAR passing rates:**

2022: End of Course English I - 62% Approaches; 46% Meets; 12% Masters  
2021: End of Course English I - 68% Approaches; 53% Meets; 18% Masters

2022: End of Course English II - 70% Approaches; 57% Meets; 13% Masters  
2021: End of Course English II - 71% Approaches; 58% Meets; 16% Masters

2022: End of Course Algebra I - 81% Approaches; 53% Meets; 36% Masters  
2021: End of Course Algebra I - 85% Approaches; 55% Meets; 32% Masters

2022: End of Course Biology - 86% Approaches; 63% Meets; 30% Masters  
2021: End of Course Biology - 87% Approaches; 66% Meets; 32% Masters

2022: End of Course U.S. History - 89% Approaches; 74% Meets; 50% Masters  
2021: End of Course U.S. History - 91% Approaches; 76% Meets; 53% Masters  
*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:**

2022: SPED All Grades Reading - 41% Approaches; 24% Meets; 8% Masters  
2021: SPED All Grades Reading - 34% Approaches; 20% Meets; 6% Masters

2022: EB/EL All Grades Reading - 58% Approaches; 34% Meets; 15% Masters  
2021: EB/EL All Grades Reading - 52% Approaches; 28% Meets; 10% Masters  
*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:**

2022: SPED All Grades Mathematics - 44% Approaches; 24% Meets; 8% Masters  
2021: SPED All Grades Mathematics - 40% Approaches; 23% Meets; 8% Masters

2022: EB/EL All Grades Mathematics - 67% Approaches; 35% Meets; 16% Masters  
2021: EB/EL All Grades Mathematics - 61% Approaches; 32% Meets; 14% Masters  
*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**Average SAT Scores:**

2021: Evidence-Based Reading and Writing (EBRW) 518

2020: Evidence-Based Reading and Writing (EBRW) 524

2021: Mathematics 522

2020: Mathematics 528

Source: 2021-2022 Texas Academic Performance Report (TAPR)

**4-Year Graduation Rate:**

Class of 2021: 91.9%

Class of 2020: 90.0%

Source: State Accountability Report Domain

**Career College Military Readiness (CCMR):**

Class of 2021: 61%

Class of 2020: 63%

Source: State Accountability Report Domain

**Student Achievement Strengths**

- In 2021 and 2022, overall STAAR results exceeded the state and the region at all 3 performance levels.
- In 2023, SBISD had the most students taking an AP exam and the most AP students scoring a 3 or higher, over the last five years.
- Of the class of 2022 (who were sophomores in spring of 2020 when the pandemic hit), 535 Industry Based Certifications (IBCs) were completed which is up from 396 IBC's in 2021.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** SBISD will continue to work toward increasing the number of seniors graduating having met one or more of the CCMR indicators. **Root Cause:** Increase rigor in course work.

**Problem Statement 2:** Improve Emergent Bilingual student achievement. **Root Cause:** Strategic focus on English language acquisition.

**Problem Statement 3:** Improve student achievement on end-of-course tests. **Root Cause:** Continued, deep focus needed on vertical K-12 alignment in order to improve high school outcomes.

# Staff Recruitment and Retention

## Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at SBISD to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and performance management
- Competitive compensation and benefits
- Benefits training opportunities

### Teacher by years of experience:

2022-2023: Beginning – 116.6 FTE (5.4%)  
2021-2022: Beginning – 105.6 FTE (4.8%)  
2020-2021: Beginning – 133.3 FTE (6.2%)

2022-2023: 1-5 Years – 588.6 FTE (27.1%)  
2021-2022: 1-5 Years – 603.4 FTE (27.4%)  
2020-2021: 1-5 Years – 620.4 FTE (28.8%)

2022-2023: 6-10 Years – 506.1 FTE (23.3%)  
2021-2022: 6-10 Years – 487.7 FTE (22.2%)  
2020-2021: 6-10 Years – 428.3 FTE (19.9%)

2022-2023: 11-20 Years – 601.3 FTE (27.7%)  
2021-2022: 11-20 Years – 635.6 FTE (28.9%)  
2020-2021: 11-20 Years – 604.7 FTE (28.1%)

2022-2023: Over 20 Years – 358.7 FTE (16.5%)  
2021-2022: Over 20 Years – 367.0 FTE (16.7%)  
2020-2021: Over 20 Years – 364.8 FTE (17%)

2022-2023: Total – 2171.3 FTE (100%)  
2021-2022: Total – 2199.3 FTE (100%)  
2020-2021: Total – 2151.5 FTE (100%)

*Source: PEIMS OnDataSuite, Fall Teacher Summary Report*

## Staff Recruitment and Retention Strengths

### Recruitment and Retention of Instructional, Non-Instructional, Paraprofessional, and Auxiliary Staff

- Increased number of applicants hired and student teachers in our Grow Your Own
- Competency-driven performance management system
- Training and professional development opportunities

### **Onboarding Processes**

- Approximately 800 employees onboarded within the last three years
- Over 90% agree or strongly agree that the onboarding experience made them feel welcomed and valued
- Training and support for Lead Mentors

### **Staffing and Performance Management**

- Systems for developing and refining competency maps and job descriptions
- A majority of SBISD campuses are Opportunity Culture-Texas campuses
- Systems for annual review of staffing and talent planning

### **Competitive Compensation and Benefits**

- Salaries adjusted based on regular reviews of the Compensation Plan
- Compensation Plan is aligned with industry standards in order to remain competitive with surrounding districts
- Stipends are used to add value to the Compensation Plan and retention

### **Benefits Training Opportunities**

- Three-year Induction Plan, including New Teacher Academy, mentoring program for zero-year teachers and industry professionals
- Provide training for T-TESS processes and rubric expectations
- Collaboration with Academics and other departments to support professional learning

### **Problem Statements Identifying Staff Recruitment and Retention Needs**

**Problem Statement 1:** In order to better support all administrators with the goal of recruiting staff, SBISD needs tightly aligned supports, including systems and structures for communication through marketing and advertising in collaboration with intentional processes for coordination throughout the system. The support begins by providing administrators opportunities for recruitment. **Root Cause:** National and statewide decline in teachers and other individuals interested in public service roles.

**Problem Statement 2:** In order to better support the district goal of developing and retaining all staff, SBISD needs tightly aligned supports, including systems and structures for communication, collaboration, and intentional processes for coordination throughout the system. The support begins by providing administrators on-going training in best practices for communication, coaching staff and in compliance to district policies, processes and procedures; as well as, state and federal laws. **Root Cause:** Applicant pool is smaller; therefore, we have to invest more in developing and retaining current staff.

# Family and Community Engagement

## Family and Community Engagement Summary

### FAMILY ENGAGEMENT

SBISD provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

### COMMUNITY ENGAGEMENT

SBISD works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and **11,000+** volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

## Family and Community Engagement Strengths

### FAMILY ENGAGEMENT

- SBISD contracts with Communities in Schools of Houston (CIS) to provide social workers for most SBISD campuses to provide specialized supports aimed at reducing drop-out rates. CIS provides supportive guidance and counseling, academic supports, social service referrals, college and career readiness supports, and serve as the mentor and parent engagement coordinators on most campuses.  
CIS Highlights (SY 2023):
- 2,740+ students served through intensive case management services
- 10,200+ students served through walk-in services
- 24,200+ students participated in at least one CIS campus-wide event
- 15 campuses received mental health services through the CIS Mental Health Initiative, providing services to 1,300+ students
- The district's Parent U brand for family education is strong and during the 2022-23 school year, 17 district-wide Parent U events attracted over 2,200 families.
- Family E3 provides campus-level workshops on various topics to provide families with the tools to support their child's education. During the 2022-23 school year, these workshops attracted over 740 participants
- During the 2022-23 school year, the Family E3 team facilitated workshops for 1,500+ SBISD educators around family engagement.

### COMMUNITY ENGAGEMENT

- Strong and supportive community, yielding 12,000+ individual volunteers last year
- 200+ superlative Good Neighbor partners, who complete 3+ activities in a school year in support of SBISD or SBEF. A key tenet of the Good Neighbor program is our belief that our schools and our communities are inextricably linked, with each dependent on the success of the other.
- Centrally-supported volunteer programs, including SpringBoard Mentoring and SBISD Reading Buddies, that align to district priorities and support the Core Characteristics of a T-2-4 Ready Graduate - offering the community an opportunity to engage in our work

- Established Partner Convening model uses a collective impact approach to align partner engagement efforts to district and campus improvement plans, maximize desired outcomes and support community collaboration.

### **Problem Statements Identifying Family and Community Engagement Needs**

**Problem Statement 1:** Students and families need greater access to resources to support their needs. **Root Cause:** Students and families face challenges to ensure their needs are being met. Campuses find themselves having to provide added supports for students due to high poverty rates, a high number of single parent homes, an increase in immigrant families, high numbers of Emergent Bilingual students, and more students presenting with behavioral and mental health challenges.

**Problem Statement 2:** SBISD needs to continue to engage the community to support strategic partnerships, targeted programs, and volunteer and engagement opportunities in direct alignment with district priorities and our T-2-4 vision. **Root Cause:** The post-pandemic world has shifted the engagement landscape, from the changing corporate "world of work", to organizations and entities realigning their social responsibility priorities.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Class size averages by grade and subject
- School safety data
- Enrollment trends



# Goals

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

**Performance Objective 1: ACHIEVEMENT:** By June 2024, SBISD will increase student performance on STAAR Redesign 3-8/End-of-Course exams in all subjects tested by at least 3 percentage points at each performance level (approaches, meets, masters).

2022-23: All subjects: 79% (approaches), 57% (meets), 29% (masters) Baseline Year

**Evaluation Data Sources:** 2023 Texas Academic Performance Report (TAPR)

<b>Strategy 1 Details</b>
<p><b>Strategy 1: ACADEMICS:</b> Provide professional learning and job-embedded coaching to support the implementation of district curriculum and high-quality campus PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and student growth</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Humanities, Math, and Science</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2: ACCOUNTABILITY:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Academic, Executive Director of Assessment and Compliance, Executive Director of Curriculum and Instruction</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3: ACCOUNTABILITY:</b> Support and monitor schools implementing Targeted Improvement Plans.</p> <p><b>Strategy's Expected Result/Impact:</b> All campuses with TIP will meet state accountability standards.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Academics, Community Superintendents, Executive Director of Assessment and Compliance, Executive Director of Curriculum and Instruction</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4: HUMANITIES:</b> The Humanities team will provide professional development for teachers to plan for and implement small groups and individual conferencing.</p> <p><b>Strategy's Expected Result/Impact:</b> Build capacity of teachers in order to increase student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities</p>

**Strategy 5 Details**

**Strategy 5: HUMANITIES:** Humanities curriculum (Grades 3-EOC) and professional learning will promote the progression of learning through explicit, direct and systematic instruction.

**Strategy's Expected Result/Impact:** Support student mastery of TEKS and increase student achievement as shown on STAAR (for ELAR/SLAR and SS).

**Staff Responsible for Monitoring:** Director of Humanities

**Strategy 6 Details**

**Strategy 6: SCIENCE:** Revise and improve the elementary curriculum STAAR Review, and create a STAAR review for MS 8th grade and HS EOC. Provide professional learning for teachers on these resources.

**Strategy's Expected Result/Impact:** Provide tools for teachers to differentiate instruction based on student need in order to support student mastery of TEKS and increase student achievement as shown on STAAR.

**Staff Responsible for Monitoring:** Director of Science

**Strategy 7 Details**

**Strategy 7: SCIENCE:** Provide professional learning opportunities for campus leaders that support scientific literacy through the use of 5E, backwards design and science and engineering practices using notebooking, including the use of the 5E/3D walk-through tool.

**Strategy's Expected Result/Impact:** Increase campus leader capacity to recognize and provide feedback to teachers on their strengths and areas of growth in science instruction.

**Staff Responsible for Monitoring:** Director of Science

**Strategy 8 Details**

**Strategy 8: SCIENCE:** Employ a system that includes creating curriculum and assessments, aligning resources, and providing professional learning for the implementation of the new 2024-25 Science TEKS.

**Strategy's Expected Result/Impact:** Provide tools and opportunities for teachers to learn about and lead in the implementation of the new science TEKS in 2024-25.

**Staff Responsible for Monitoring:** Director of Science

**Strategy 9 Details**

**Strategy 9: GIFTED AND TALENTED:** Provide programming to meet the educational needs of gifted and talented students through advanced learning opportunities for all students to access rigorous course work.

**Strategy's Expected Result/Impact:** Improve identification of subpopulations in GT programming to more closely mirror district demographics; increase number of students ready for and enrolling in advanced coursework (5th --> 6th, 8th --> 9th)

**Staff Responsible for Monitoring:** Director of Advanced Academic Studies

**Strategy 10 Details**

**Strategy 10: LIBRARY MEDIA SERVICES:** Provide access to and increase the use of print books to students across the district.

**Strategy's Expected Result/Impact:** Increase student performance by providing access to a wide range of choice reading materials to meet student needs.

**Staff Responsible for Monitoring:** Director of Library and Media Services

**Strategy 11 Details**

**Strategy 11:** CAREER AND TECHNICAL EDUCATION: Provide instructional support, curriculum support, and launch the PLC work for singletons to create a robust curriculum for all programs.

**Strategy's Expected Result/Impact:** Increase the number of written district curriculums and Canvas ready courses.

**Staff Responsible for Monitoring:** Director of CTE

**Strategy 12 Details**

**Strategy 12:** CAREER AND TECHNICAL EDUCATION: Highlight experienced and engaged faculty by tracking the components of High Quality CTE programs.

**Strategy's Expected Result/Impact:** Increased participation in the 6 components of High Quality CTE tracker

**Staff Responsible for Monitoring:** Director of CTE

**Strategy 13 Details**

**Strategy 13:** CAREER AND TECHNICAL EDUCATION: Launch a new inventory process with instructors to account for industry standard facilities and equipment.

**Strategy's Expected Result/Impact:** Account for all CTE Furniture, Fixtures, and Equipment (FFE) in preparation for program moves.

**Staff Responsible for Monitoring:** Director of CTE

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

**Performance Objective 2: STUDENT GROWTH:** By June 2024, SBISD will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 5 percentage points or  $\geq$  to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 68%/33% (Reading); 71%/41% (Math) Baseline Year

**Evaluation Data Sources:** 2023 TAPR

<b>Strategy 1 Details</b>
<p><b>Strategy 1: ACADEMICS:</b> Support instructional leadership development for campus-based instructional leaders (Partners With a Purpose meetings for MCLs, APs, and Lead Teachers &amp; Specialists).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase alignment among all instructional leaders in order to support student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2: ACADEMICS:</b> Develop professional learning for campus and district coaches to align around a student-centered coaching model.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional learning provided to build capacity and increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3: ACADEMICS:</b> Design and implement teacher reports containing key prior year spring multiple measure student data for the purpose of beginning of school data conferencing and planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthening planning and targeted instruction through the use of Essential Reports for students in grades 2 through 9 during the first grading cycle of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Assessment &amp; Compliance</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4: MATH:</b> Math curriculum and professional learning will promote the progression of learning through concrete, pictorial, and abstract.</p> <p><b>Strategy's Expected Result/Impact:</b> Support student mastery of TEKS and increase student achievement as shown on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Math</p>

### Strategy 5 Details

**Strategy 5: MATH:** Provide training to MISs and teachers on Vertical Alignment across the grade levels to better support content knowledge.

**Strategy's Expected Result/Impact:** Develop and strengthen content knowledge for teachers and MISs across grade levels.

**Staff Responsible for Monitoring:** Director of Math

### Strategy 6 Details

**Strategy 6: SCIENCE:** Provide ongoing professional learning opportunities for K-12 teachers that support scientific literacy through the use of 5E, backwards design and science and engineering practices using notebooking.

**Strategy's Expected Result/Impact:** Build teacher capacity in supporting students' ability to read, write, think critically and communicate science ideas.

**Staff Responsible for Monitoring:** Director of Science

### Strategy 7 Details

**Strategy 7: FINE ARTS:** Use a vertical alignment approach to K-12 curriculum and program development.

**Strategy's Expected Result/Impact:** Streamlining our vertical systems utilizing common methodology, terminology, and programming, will allow students to achieve a higher level of artistry by the end of their K-12 career in Fine Arts.

**Staff Responsible for Monitoring:** Director of Fine Arts

### Strategy 8 Details

**Strategy 8: ADVANCED ACADEMICS:** Develop training and resources to support AAC teachers in instructional planning for rigorous lessons.

**Strategy's Expected Result/Impact:** Increase participation in high school advanced courses and meeting CCMR.

**Staff Responsible for Monitoring:** Director of Advanced Academic Studies

### Strategy 9 Details

**Strategy 9: SPECIAL EDUCATION:** Provide instructional strategies and Content and Language Supports for areas of common difficulty for students with disabilities.

**Strategy's Expected Result/Impact:** Provide supports to ensure students can access grade level curriculum

**Staff Responsible for Monitoring:** Director of Special Education

### Strategy 10 Details

**Strategy 10: SPECIAL EDUCATION:** Continue building teacher skill level related to Specially Designed Instruction, with a focus on Present Levels of Academic Achievement and Functional Performance (PLAAFP) and goals.

**Strategy's Expected Result/Impact:** Improved clarity of student needs and goals will result in improved strategies for instruction.

**Staff Responsible for Monitoring:** Director of Special Education

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

**Performance Objective 3: CLOSING THE GAPS:** By June 2024, SBISD will improve the overall scale score of the redesigned closing the gaps domain.

2022-23: Pending (Baseline Year)

**Evaluation Data Sources:** State Accountability Report (Domain 3)

Strategy 1 Details
<p><b>Strategy 1: HUMANITIES:</b> LIS will provide professional development on foundational literacy curriculum and SBISD Literacy Checkpoints to continue to close the gap with early literacy in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Build capacity of teachers in order to increase student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Humanities</p>
Strategy 2 Details
<p><b>Strategy 2: MATH:</b> Provide Data Digs after assessments, working with teachers to analyze data and plan for next steps; and training teachers on supporting students to mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher awareness of individual student needs in specific standards to inform differentiated instructional decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Math</p>
Strategy 3 Details
<p><b>Strategy 3: MATH:</b> Provide hands on, targeted learning goals for specific student needs in middle school math lab.</p> <p><b>Strategy's Expected Result/Impact:</b> Support student mastery of TEKS and increase student proficiency levels in math content.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Math</p>
Strategy 4 Details
<p><b>Strategy 4: MATH:</b> Train and support teachers to use data to implement and maximize impact of small group instruction and differentiate based on student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student proficiency of early numeracy, addition, and subtraction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Math</p>
Strategy 5 Details
<p><b>Strategy 5: MATH INTERVENTION:</b> Provide identification, intervention, and progress monitoring of middle school students scheduled into math lab.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students who meet on-grade level math targets.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Intervention Services</p>

**Strategy 6 Details**

**Strategy 6:** ED TECH: Create Canvas STAAR EOC review courses that teachers and students can use to prepare and review for STAAR exams.

**Strategy's Expected Result/Impact:** Increase direct, just-in-time access to academic resources that support student achievement.

**Staff Responsible for Monitoring:** EdTech Director, EdTech Facilitators

**Strategy 7 Details**

**Strategy 7:** SPECIAL EDUCATION: Implement Read 180 intervention in Middle School BASIC classes.

**Strategy's Expected Result/Impact:** Implementation of a research-based intervention specifically targeted to support students in special education who are reading multiple grade levels behind will result in improvement of reading skills.

**Staff Responsible for Monitoring:** Director of Special Education

**Strategy 8 Details**

**Strategy 8:** SUMMER SCHOOL: Provide targeted intervention to students identified for summer school, including PK/K bilingual students, elementary and middle school students needing math and/or language arts supports, and middle school EB students.

**Strategy's Expected Result/Impact:** Increase the number of students who meet interim growth targets.

**Staff Responsible for Monitoring:** Director of Intervention Services

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

**Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one Composite Score Level on the new TELPAS will meet or exceed the state rate.

2022-23: New TELPAS Progress Rate 49% (Baseline Year)

**Evaluation Data Sources:** 2023 Federal Identification of Schools

<b>Strategy 1 Details</b>
<p><b>Strategy 1: MULTILINGUAL:</b> Support teachers with implementation of reading, writing, listening, and speaking instructional strategies into core content areas to engage all EL students at high levels. Collaborate with school teams to provide targeted instructional support with TELPAS specific language domain(s). Additionally, provide additional software support based on campus needs for Long term EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reclassification rates and the number of students making at least one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Multilingual Programs</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2: MULTILINGUAL:</b> Train teachers and provide instructional support for Dual Language models at the elementary level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase capacity of teachers who serve our OWDL students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Multilingual Programs</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3: MULTILINGUAL:</b> Provide on-site instructional coaching, curriculum support and district-wide monthly PLC for teachers of newcomer and long-term EB students in grades 6-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase capacity of teachers who serve newcomer students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Multilingual Programs</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4: MULTILINGUAL:</b> Support PK campuses with the progress monitoring process of second language acquisition at the end of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Completion of PK centers English Language Progress Monitoring.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Multilingual Programs</p>



**Strategy 5 Details**

**Strategy 5: 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 internal applicant Bilingual and ESL certification.

**Staff Responsible for Monitoring:** Director of Multilingual Programs

**Strategy 6 Details**

**Strategy 6: MULTILINGUAL:** In collaboration with the Humanities team, provide increase training and resources for elementary teachers to implement an effective English Language Development (ELD) block.

**Strategy's Expected Result/Impact:** Decrease the number of students off track according to TELPAS.

**Staff Responsible for Monitoring:** Director of Multilingual

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

**Performance Objective 5: EARLY LITERACY:** By June 2024, SBISD will increase the percentage of K-2 students on track to read at grade level by 3 percentage points or  $\geq 80\%$ .

**Evaluation Data Sources:** Kindergarten: TxKEA - Letter Names, Letter Sounds, and Spelling  
Grades 1 and 2: Phonics Decoding and Encoding and Oral Reading Analysis

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> PRE-K: Ensure the use of effective curriculum that is aligned to the Texas Prekindergarten Guidelines in early literacy. <b>Strategy's Expected Result/Impact:</b> Provide guaranteed and viable curriculum to ensure students are ready for Kindergarten. <b>Staff Responsible for Monitoring:</b> Director of Pre-K and Early Childhood
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> PRE-K: Progress monitor to make instructional decisions that promote individual student learning and growth in early literacy. <b>Strategy's Expected Result/Impact:</b> Increase performance on CIRCLE by 2 percentage points or $\geq$ to 90%. <b>Staff Responsible for Monitoring:</b> Director of Pre-K and Early Childhood
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> PRE-K: Provide on-site instructional coaching, curriculum support, and professional development to all Pre-K teachers in the area of early literacy. <b>Strategy's Expected Result/Impact:</b> Ensure 100% of all Prekindergarten teachers meet the High Quality Pre-K requirements. <b>Staff Responsible for Monitoring:</b> Director of Pre-K and Early Childhood
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> PRE-K: Support family engagement by providing access to Ready Rosie for all Pre-K 3 and Pre-K 4 enrolled families. <b>Strategy's Expected Result/Impact:</b> 100% of all families will receive an invitation and instructions on how to access and engage with Ready Rosie. <b>Staff Responsible for Monitoring:</b> Director of Pre-K and Early Childhood
<b>Strategy 5 Details</b>
<b>Strategy 5:</b> PRE-K: Implement use of an early childhood supplemental teacher evaluation tool. <b>Strategy's Expected Result/Impact:</b> Achieve proficient rating on the Teacher Evaluation component of the Pre-K program evaluation. <b>Staff Responsible for Monitoring:</b> Director of Pre-K and Early Childhood, Pre-K Directors

**Strategy 6 Details**

**Strategy 6: HUMANITIES:** Professional development through LIS training on all campuses with the Humanities curriculum (Grades K-2) will promote the progression of learning through explicit, direct and systematic instruction aligned with the Science of Teaching Reading.

**Strategy's Expected Result/Impact:** Support student mastery with foundational literacy and increase student achievement as shown on SBISD Literacy Checkpoints and aligned with the phonics and phonological awareness continuums.

**Staff Responsible for Monitoring:** Director of Humanities

**Strategy 7 Details**

**Strategy 7: READING INTERVENTION:** Provide identification, intervention, and progress monitoring of students identified through literacy screening, including dyslexia screening at grades K, 1, and 7.

**Strategy's Expected Result/Impact:** Increase the number of students who meet on-grade level reading targets.

**Staff Responsible for Monitoring:** Director of Intervention Services

**Strategy 8 Details**

**Strategy 8: SPECIAL EDUCATION:** Ensure timely evaluation for students who have been referred for Dyslexia.

**Strategy's Expected Result/Impact:** Early identification and intervention will support on-grade level reading in later grades.

**Staff Responsible for Monitoring:** Director of Special Education

**Strategy 9 Details**

**Strategy 9: SPECIAL EDUCATION:** Train and support special education teachers in Dyslexia Intervention.

**Strategy's Expected Result/Impact:** Effective early intervention will assist students to make appropriate progress in the K-2 reading curriculum.

**Staff Responsible for Monitoring:** Director of Special Education

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

**Performance Objective 6: EARLY NUMERACY:** By June 2024, SBISD will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 3 percentage points or  $\geq 80\%$ .

**Evaluation Data Sources:** K-2 Math Progress Monitoring

Strategy 1 Details
<p><b>Strategy 1:</b> PRE-K: Ensure the use of effective curriculum that is aligned to the Texas Prekindergarten Guidelines in early numeracy. <b>Strategy's Expected Result/Impact:</b> Provide guaranteed and viable curriculum to ensure students are ready for Kindergarten. <b>Staff Responsible for Monitoring:</b> Director of Pre-K and Early Childhood</p>
Strategy 2 Details
<p><b>Strategy 2:</b> PRE-K: Progress monitor to make instructional decisions that promote individual student learning and growth in early numeracy. <b>Strategy's Expected Result/Impact:</b> Increase performance on CIRCLE by 2 percentage points or <math>\geq</math> to 90%. <b>Staff Responsible for Monitoring:</b> Director of Pre-K and Early Childhood</p>
Strategy 3 Details
<p><b>Strategy 3:</b> PRE-K: Provide on-site instructional coaching, curriculum support, and professional development to all Pre-K teachers in the area of early numeracy. <b>Strategy's Expected Result/Impact:</b> Ensure 100% of all Prekindergarten teachers meet the High Quality Pre-K requirements. <b>Staff Responsible for Monitoring:</b> Director of Pre-K and Early Childhood</p>
Strategy 4 Details
<p><b>Strategy 4:</b> MATH: Train and support teachers in all aspects of K-2 Progress Monitoring: quality first instruction, data collection &amp; analysis, interventions, and extensions. <b>Strategy's Expected Result/Impact:</b> Increase in student proficiency of early numeracy, addition, and subtraction. <b>Staff Responsible for Monitoring:</b> Director of Math</p>
Strategy 5 Details
<p><b>Strategy 5:</b> MATH INTERVENTION: Provide identification, intervention, and progress monitoring of K-2 students. <b>Strategy's Expected Result/Impact:</b> Increase the number of students who meet on-grade level reading targets. <b>Staff Responsible for Monitoring:</b> Director of Intervention Services</p>

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

**Performance Objective 7: CCMR:** By June 2024, SBISD will increase the % of graduates achieving College, Career, Military Readiness status by at least 2 percentage points.

Class of 2022: 64% of graduates met CCMR indicator

Class of 2021: 61% of graduates met CCMR indicator

Class of 2020: 63% of graduates met CCMR indicator

**Evaluation Data Sources:** 2023 TAPR

<b>Strategy 1 Details</b>
<p><b>Strategy 1: MATH:</b> Provide district assessments for Geometry and Algebra 2 that promote the alignment of TEKS.  <b>Strategy's Expected Result/Impact:</b> Increase student performance on TSIA2, ACT, and SAT to promote college readiness.  <b>Staff Responsible for Monitoring:</b> Director of Math</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2: MATH:</b> Support all AP Precalculus teachers through the implementation of curriculum bridge units, classroom observations, and district PLCs.  <b>Strategy's Expected Result/Impact:</b> Increase the number of students who are enrolling and passing AP courses to promote college readiness.  <b>Staff Responsible for Monitoring:</b> Director of Math</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3: MATH:</b> Support all College Prep Math teachers through the implementation of the curriculum, classroom observations, and district PLCs.  <b>Strategy's Expected Result/Impact:</b> Improve the performance on TSIA2 and increase the number of students who receive HCC developmental math credit and promote T24.  <b>Staff Responsible for Monitoring:</b> Director of Math</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4: SCIENCE:</b> Align original credit and remedial Apex online Biology courses with the TEKS (priority TEKS for remedial).  <b>Strategy's Expected Result/Impact:</b> Support student learning of biology TEKS and allow them to stay on track to graduate.  <b>Staff Responsible for Monitoring:</b> Director of Science</p>
<b>Strategy 5 Details</b>
<p><b>Strategy 5: SCIENCE:</b> Create PSAs for IPC and Chemistry to identify gaps and provide differentiated support as needed.  <b>Strategy's Expected Result/Impact:</b> Support student learning of IPC and Chemistry to allow them to stay on track to graduate.  <b>Staff Responsible for Monitoring:</b> Director of Science</p>

### Strategy 6 Details

**Strategy 6: ADVANCED ACADEMICS:** Revise and improve embedded use of high-level strategies and professional development experiences that align with AAC and AP expectations.

**Strategy's Expected Result/Impact:** Increase number of teachers trained in depth and complexity, critical questioning, and differentiation strategies for use in advanced coursework.

**Staff Responsible for Monitoring:** Director of Advanced Academic Studies

### Strategy 7 Details

**Strategy 7: LIBRARY MEDIA SERVICES:** Increase availability and promote the use of the digital resources to students across the district.

**Strategy's Expected Result/Impact:** Increase the number of students accessing online digital resources provided by the district (including EBSCO's Learning Express test prep database) to increase number of students hitting STAAR, SAT, and ACT benchmarks to demonstrate college readiness.

**Staff Responsible for Monitoring:** Director of Library and Media Services

### Strategy 8 Details

**Strategy 8: SPECIAL EDUCATION:** Maximize participation in work-based learning opportunities in high school for students with disabilities.

**Strategy's Expected Result/Impact:** Graduation with "specific employability skills" is a positive CCMR indicator.

**Staff Responsible for Monitoring:** Director of Special Education

### Strategy 9 Details

**Strategy 9: COLLEGE AND CAREER READINESS:** Provide information and resources 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) and ensure every student enrolled in an Advanced Placement course is aware of and utilizes online supports (Khan Academy, Shmoop, Digital Dashboard) in course work and test preparation.

**Strategy's Expected Result/Impact:** Increase number of students hitting SAT and ACT benchmarks to demonstrate college readiness; increase the number of students linking College Board accounts to Khan Academy.

**Staff Responsible for Monitoring:** Director of Advanced Academic Studies

### Strategy 10 Details

**Strategy 10: COLLEGE AND CAREER READINESS:** Based on the SAT Spring administration results, students who did not meet readiness measures will be provided tiered intervention supports to assist them with improving their performance to meet readiness standards in ERW and math.

**Strategy's Expected Result/Impact:** Increased numbers of students meeting college readiness standards in ERW and math and achieving a CCMR measure.

**Staff Responsible for Monitoring:** Executive Director of Postsecondary Outcomes, Executive Director of Assessment and Accountability

### Strategy 11 Details

**Strategy 11: COLLEGE AND CAREER READINESS:** TSI will be administered to students who were not successful on the SAT assessment in order to increase the number of students meeting college readiness measures in ERW and math.

**Strategy's Expected Result/Impact:** Increased numbers of students meeting college readiness standards in ERW and math and achieving a CCMR measure.

**Staff Responsible for Monitoring:** Executive Director of Postsecondary Outcomes, Executive Director of Assessment and Accountability

**Strategy 12 Details**

**Strategy 12:** COLLEGE AND CAREER READINESS: Texas College Bridge and the College Prep course will be implemented on each campus to increase the number of students who have not achieved a CCMR measure by the beginning of their senior year.

**Strategy's Expected Result/Impact:** Increase the number of students achieving college readiness standards in ELA and/or math prior to graduation

**Staff Responsible for Monitoring:** Executive Director of Postsecondary Outcomes, Director of Counseling, Coordinator of Counseling, T-2-4 Team

**Strategy 13 Details**

**Strategy 13:** COLLEGE AND CAREER READINESS: Host a fall and spring college essay workshop for seniors to assist with college admissions.

**Strategy's Expected Result/Impact:** Increase the number of students getting accepted into the college of their choice.

**Staff Responsible for Monitoring:** Executive Director of Postsecondary Outcomes, Director of Counseling, Coordinator of Counseling, T-2-4 Team, Coordinator of Secondary ELA

**Strategy 14 Details**

**Strategy 14:** COLLEGE AND CAREER READINESS: Develop CCMR Action Plans at each middle school to increase student performance and preparation towards college credit opportunities.

**Strategy's Expected Result/Impact:** Teachers will be trained in high yield strategies to increase instructional rigor and increase performance on college readiness assessments.

**Staff Responsible for Monitoring:** Executive Director of Postsecondary Outcomes, Director of Counseling, College Access Liaison

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

**Performance Objective 8: CERTIFICATIONS:** By June 2024, SBISD will increase the number of TEA-approved Industry Based Certifications by at least 10 percent.

2022-23: 1,333 certifications earned

2021-22: 834 certifications earned

2020-21: 560 certifications earned

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

Strategy 1 Details
<p><b>Strategy 1: CAREER AND TECHNICAL EDUCATION:</b> Support CTE teachers in curriculum and training to ensure students are prepared for certification exams which will lead to students earning certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of passed certification exams</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p>
Strategy 2 Details
<p><b>Strategy 2: CAREER AND TECHNICAL EDUCATION:</b> Monitor systems to ensure the reporting of Industry Based Certification data is accurate and exams are administered in a timely way to support robust curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased certification participation and more accurate reporting of results.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p>
Strategy 3 Details
<p><b>Strategy 3: CAREER AND TECHNICAL EDUCATION:</b> Partner with 2-year institutions to provide robust curriculum that is aligned with Certificate programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of Level 1 Certificates students will receive.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p>
Strategy 4 Details
<p><b>Strategy 4: CAREER AND TECHNICAL EDUCATION:</b> Train and support teachers new to the system on District of Innovation (DOI) plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased CTE teacher retention.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p>



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

**Performance Objective 9: GRADUATION:** By June 2024, SBISD will increase the graduation rates of 4-year, 5-year, and 6-year cohorts by one percentage point or  $\geq 98\%$ .

Class of 2022: 4-year rate = 88.0%, 5-year rate = 93.0% (C/O 2021) 6-year rate = 92.2% (C/O 2020)

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)

**Evaluation Data Sources:** 2023 TAPR

<b>Strategy 1 Details</b>
<p><b>Strategy 1: GRADUATION:</b> Coordinate the Aspiring Graduate Program which identifies and provides layered support for seniors at risk of not graduating.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Director of Secondary Programming</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2: GRADUATION:</b> Provide a centralized credit acceleration program at Academy of Choice for seniors at-risk of not graduating due to insufficient credits.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Student Support</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3: GRADUATION:</b> Coordinate training and monitor implementation of Individual Graduation Committee (IGC) efforts at each high school for students who have not met EOC requirements for graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Director of Secondary Programming</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4: GRADUATION:</b> Collaborate summer Aspiring Graduate Program for students seeking August graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Director of Secondary Programming</p>

**Strategy 5 Details**

**Strategy 5: GRADUATION:** Coordinate services for 5th year seniors with their home campus, mentors, and other appropriate supports.

**Strategy's Expected Result/Impact:** Increase graduation rates

**Staff Responsible for Monitoring:** Director of Secondary Programming

**Strategy 6 Details**

**Strategy 6: ED TECH:** Collaborate with secondary counselors and campus leaders to monitor and increase support for all students participating in the online learning program.

**Strategy's Expected Result/Impact:** Increased number of credits successfully earned/recovered and increased number of students matriculating through high school with their original cohort.

**Staff Responsible for Monitoring:** EdTech Director, EdTech Facilitators, Transformational Learning Specialists (TLSS)

**Strategy 7 Details**

**Strategy 7: FINE ARTS:** Increase graduation rates through expanded access to Fine Arts programs.

**Strategy's Expected Result/Impact:** Graduation rates will be positively impacted by an increase in student participation in Fine Arts courses.

**Staff Responsible for Monitoring:** Director of Fine Arts

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

**Performance Objective 10: POST-SECONDARY ENROLLMENT:** By June 2024, SBISD will increase the percentage of graduates enrolling in a post-secondary option by at least one percentage point.

Class of 2022: 68% enrolled in a T-2-4 option

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

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

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

Strategy 1 Details
<p><b>Strategy 1: POST-SECONDARY READINESS:</b> Host sessions, events, and workshops to increase T-2-4 knowledge for students and families and to facilitate college and financial aid application completion.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased post-secondary enrollment.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling, Coordinator of Guidance and Counseling, College Access Liaison</p>
Strategy 2 Details
<p><b>Strategy 2: POST-SECONDARY READINESS:</b> Launch the T-2-4 Canvas Course to share important information with students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased post-secondary enrollment.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling, Coordinator of Guidance and Counseling, College Access Liaison</p>
Strategy 3 Details
<p><b>Strategy 3: COLLEGE AND CAREER READINESS:</b> Host college fair in the fall semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Give students direct exposure to a variety of colleges for admissions purposes.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Postsecondary Outcomes, Director of Counseling, Coordinator of Counseling, T-2-4 Team</p>
Strategy 4 Details
<p><b>Strategy 4: CAREER AND TECHNICAL EDUCATION:</b> Provide various events, parent meetings, and recruitment and marketing updates to ensure CTE for Every Child is realized.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of CTE students who are CTE concentrators and completers based on their 4-year course sequence.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p>

**Strategy 5 Details**

**Strategy 5:** CAREER AND TECHNICAL EDUCATION: Continue to make real world connections by recruiting Business and Industry partners as well as post secondary partners.

**Strategy's Expected Result/Impact:** Increase CTE partnerships and Advisory Board participation.

**Staff Responsible for Monitoring:** Director of CTE

**Strategy 6 Details**

**Strategy 6:** CAREER AND TECHNICAL EDUCATION: Implement SBISD Senior Job Fair to increase students post secondary opportunities.

**Strategy's Expected Result/Impact:** Increase student opportunities to transition to post secondary careers or jobs and/or internships.

**Staff Responsible for Monitoring:** Director of CTE

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

**Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE:** 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 district communication

<b>Strategy 1 Details</b>
<p><b>Strategy 1: COUNSELING:</b> Counselors at each grade level will develop lessons aligned to each of the six Core Characteristics to be facilitated with students on the elementary and middle school campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain a better understanding of the skills necessary to successfully transition through K-12 to achieve admittance into a postsecondary institution.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling, Coordinator of Counseling, and the T-2-4 Team</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2: COUNSELING:</b> Campuses will teach the Core Characteristics of a T-2-4 Graduate to students on each campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn skills that will assist them with thriving in their academic environments and support their success beyond high school.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling, Coordinator of Counseling, and the T-2-4 Team</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3: SCIENCE:</b> Embed the SBISD Core Characteristics in the new Science Curriculum to be implemented in 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> Build teacher capacity in supporting students' ability to demonstrate SBISD core characteristics throughout their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Science</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4: ED TECH:</b> Provide professional development, digital resources &amp; support for teachers and staff that supports &amp; promotes development of Academically Prepared, Resourceful Problem Solver, and Communicator &amp; Collaborator Core Characteristics.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased capacity of teachers and leaders to support student mastery of grade level appropriate Core Characteristics</p> <p><b>Staff Responsible for Monitoring:</b> EdTech Director, EdTech Facilitators, Transformational Learning Specialists (TLSS)</p>

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

**Performance Objective 2: RESPONSIVE SERVICES:** Increase staff and parent behavioral and mental health awareness through ongoing professional learning.

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

<b>Strategy 1 Details</b>
<p><b>Strategy 1: COUNSELING:</b> Mental health newsletters will be developed quarterly to share beneficial information with the community about focusing on a diverse array of mental health needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents, students, and staff will be more informed to be able to maintain a positive mental health and know when they are having concerns and what to do when they encounter mental health challenges.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling, Coordinator of Counseling, Mental Health Counselor</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2: COUNSELING:</b> Counselors will receive on-going training to ensure that they are equipped to meet the mental health needs of the students that they serve.</p> <p><b>Strategy's Expected Result/Impact:</b> Counselors will be better equipped to manage the mental health situations that student on their campuses face on a daily basis.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling, Coordinator of Counseling, Mental Health Counselor</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3: COUNSELING:</b> Host mental health Parent U sessions for the community on relevant topics throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will be better equipped to manage the mental health challenges that are impacting the students and adults.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling, Coordinator of Counseling, Mental Health Counselor</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4: COUNSELING:</b> Sustain and elevate the coordinated approach of the District School Health Advisory Council which offers customized support for every child, staff and family member.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase participation of parents to work with staff on efficacy around behavioral and mental health awareness and student support through DSHAC work around FFA (LOCAL) and FFA (REGS).</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling</p>
<b>Strategy 5 Details</b>
<p><b>Strategy 5: MULTILINGUAL:</b> Support families of newcomers/EBs by providing community, parental and family engagement opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support for families of students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Multilingual Programs</p>

**Strategy 6 Details**

**Strategy 6: 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:** McKinney-Vento Outreach Specialist

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

**Performance Objective 3: RESPONSIVE SERVICES:** Provide intercession for students exhibiting mental health concerns and at-risk behavior aligned to tier 1, 2 and 3 interventions.

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

<b>Strategy 1 Details</b>
<p><b>Strategy 1: RESPONSIVE SERVICES:</b> Provide year-long Positive Behavior Intervention Supports (PBIS) implementation for the third cohort of six campuses, while monitoring the development of the 15 campuses from cohorts 1 and 2.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve school safety, reduce office discipline referrals, suspensions and increase student engagement while maximizing instructional time creating a positive school climate.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling and Coordinator for System of Care</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2: RESPONSIVE SERVICES:</b> Provide a multi-tiered system of support for students who transition into the ESSP/DAEP program and partner to facilitate a restorative practice protocol upon return.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students feel supported and that their needs are being met when they transition back to their home campus. Reduce the number of students referred to ESSP/DAEP for persistent misbehavior.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling and Coordinator for System of Care</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3: RESPONSIVE SERVICES:</b> Ensure that students who have a "first time" alcohol and marijuana code of conduct violation will complete an intervention program through a partnership with Council on Recovery.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase substance use awareness and education for all stakeholders and reduce the number of students who are assigned to DAEP.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling and Coordinator for System of Care</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4: MULTILINGUAL:</b> Support newcomer students by providing counseling support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support for students through 1:1 and group support.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Multilingual Programs</p>



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

**Performance Objective 4: COUNSELING:** Increase the efficacy of counselors, staff, students and parents in recognizing, supporting and addressing mental health concerns that impact academic engagement and progress.

**Evaluation Data Sources:** Training rosters, Skyward referral data, and System of Care requests

<b>Strategy 1 Details</b>
<p><b>Strategy 1: COUNSELING:</b> The counseling department will develop on demand resources to be used by students, parents and staff to increase the knowledge about mental health concerns that can impact academic performance, with recommended resources to improve outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the stigma associated with mental health concerns and increase awareness and understanding about how to improve your mental health.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling, Coordinator of Counseling and Mental Health Facilitator</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2: COUNSELING:</b> Counselors and nurses will be trained in suicide prevention and intervention to be able to intervene appropriately with students experiencing thoughts related to suicidal ideation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the strategies of staff in supporting a student in crisis. Increase the follow-up supports for students and families.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling, Coordinator of Counseling and Mental Health Facilitator</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3: COUNSELING:</b> Host a Healthy U fair for district personnel and the community to engage with local mental and behavioral health support partners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of mental and behavioral health resources in the local area.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling, Coordinator of Counseling, and Mental Health and Crisis Counselor</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4: RESPONSIVE SERVICES:</b> The System of Care team will provide behavioral strategies training to counselors to support their efforts in intervening with students who need support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase counselors ability to support teachers in addressing Tier I behaviors to keep students engaged in direct instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling, Coordinator of Counseling, Coordinator of System of Care, and Care Coaches</p>

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

**Performance Objective 5: DROPOUT PREVENTION:** Of the students at risk of dropping out, increase the number who meet grade level promotion standards each year.

**Evaluation Data Sources:** Skyward data (Middle School-passed courses, High School-earned credits)

Strategy 1 Details
<p><b>Strategy 1: CREDIT RECOVERY:</b> Provide grade and credit data, and credit recovery strategy supports for high school campuses to drive robust credit recovery options on each campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students staying in cohort with credits.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Secondary Programming</p>
Strategy 2 Details
<p><b>Strategy 2: ATTENDANCE:</b> Formation of a district Attendance Team to build district strategies and suggested campus strategies for increasing daily attendance rates and decrease chronic absenteeism.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing daily attendance rates and decrease chronic absenteeism.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Secondary Programming</p>
Strategy 3 Details
<p><b>Strategy 3: ATTENDANCE:</b> Support of campus Regular Attendance Program (RAP) teams to identify and support early intervention for poor attendance through a tiered process. Support includes sharing of best practice in supporting regular attendance, providing regular data to inform the process, and coordinating the services of the district's Dropout Prevention Specialist.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing daily attendance rates and decrease chronic absenteeism.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Secondary Programming</p>
Strategy 4 Details
<p><b>Strategy 4: ED TECH:</b> Increase success of students enrolled in online credit recovery courses by 5-7%.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of credits successfully recovered and increased number of students matriculating through high school with their original cohort.</p> <p><b>Staff Responsible for Monitoring:</b> EdTech Director, EdTech Facilitators, Transformational Learning Specialists (TLSs)</p>

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

**Performance Objective 6: SPECIAL EDUCATION:** Ensure all students serviced through special education in grades 8-12 have a coordinated set of activities to support post-secondary planning.

**Evaluation Data Sources:** Individualized Educational Plan (IEP)

<b>Strategy 1 Details</b>
<p><b>Strategy 1: SPECIAL EDUCATION:</b> Transition Specialists will be trained and will work collaboratively to develop and review transition plans and 4-year plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved quality of planning and improved connections between the plan and the coursework.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2: SPECIAL EDUCATION:</b> Each grading period, student files from each MS and HS campus will be internally audited to determine the strength of the transition and 4-year planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Continued collaborative review of work will result in improved products.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3: SPECIAL EDUCATION:</b> A Transition and Employment Designee (TED) will be identified and trained to support staff and parents in post-secondary planning.</p> <p><b>Strategy's Expected Result/Impact:</b> This training and network expands post-secondary outcomes for students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education</p>

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

**Performance Objective 7: DYSLEXIA:** Increase the percentage of students receiving dyslexia direct services who meet or exceed their reading fluency improvement target.

**Evaluation Data Sources:** MAP Fluency

<b>Strategy 1 Details</b>
<p><b>Strategy 1: DYSLEXIA:</b> Ensure common strategies and data monitoring for fluency goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students receiving dyslexia services who meet or exceed their fluency goals.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Intervention Services</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2: SPECIAL EDUCATION:</b> Collaborate with Intervention/Dyslexia department to ensure appropriate levels of intervention for students with dyslexia, use of research-based strategies and regular progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity to a research-based intervention will support students to meet their fluency goals and improve reading skills.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education and Director of Intervention</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3: SPECIAL EDUCATION:</b> Collaborate with Intervention/Dyslexia department to support Middle School Strategic Reading elective, providing foundational services to middle school students.</p> <p><b>Strategy's Expected Result/Impact:</b> Intensive instruction to middle school students will provide the intervention services needed to remediate their needs related to dyslexia, reducing the need for direct services in high school.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education and Director of Intervention</p>

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

**Performance Objective 8: MENTORING PROGRAMS:** Strengthen supports for mentors.

**Evaluation Data Sources:** Mentor recruitment/retention data; EOY Mentor and Mentee feedback

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Develop a kick-off event. <b>Strategy's Expected Result/Impact:</b> Provide additional mentor resources to support a successful school year and recruitment of new mentors. <b>Staff Responsible for Monitoring:</b> Coordinator for Community Services and Mentoring Programs
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Facilitate more targeted events/conversations. <b>Strategy's Expected Result/Impact:</b> Provide various opportunities for training and mentor conversations that address identified needs of mentors. <b>Staff Responsible for Monitoring:</b> Coordinator for Community Services and Mentoring Programs
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Revise new mentor training. <b>Strategy's Expected Result/Impact:</b> Mentors will gain additional tools and resources to support and grow their mentor/mentee relationship. <b>Staff Responsible for Monitoring:</b> Coordinator for Community Services and Mentoring Programs
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Develop and leverage Core Characteristics resources. <b>Strategy's Expected Result/Impact:</b> Increased awareness and understanding of the Core Characteristics by the mentors and mentees. <b>Staff Responsible for Monitoring:</b> Coordinator for Community Services and Mentoring Programs

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

**Performance Objective 9: COMMUNITY PARTNERSHIPS:** Expand ReadSBISD and SBISDCounts! programming to support Superintendent priorities.

**Evaluation Data Sources:** Qualitative and quantitative program data, including number of volunteers and student achievement data.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Expand Reading Buddies program to identified schools based on leadership capacity and data-informed need. <b>Strategy's Expected Result/Impact:</b> Increased number of participating schools and students served; increased number of volunteers <b>Staff Responsible for Monitoring:</b> Coordinator of Community Engagement</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Pilot Math Buddies volunteer program. <b>Strategy's Expected Result/Impact:</b> Successful launch of pilot program on one campus. <b>Staff Responsible for Monitoring:</b> Coordinator of Community Engagement</p>

**Goal 3: SAFE SCHOOLS.** SBISD will ensure a safe and secure 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.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Establish Campus Safety Committees on each campus composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet monthly so that all campuses will be able to refine safety practices.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Administration and Director of Health, Safety and Security</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Inform principals via e-mail and presentation that campus safety committees will be required on each campus.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of schools will have an established safety committee</p> <p><b>Staff Responsible for Monitoring:</b> Director of Health, Safety and Security</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Collaborate with district departments to address safety needs as they occur on individual campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Each responsible department will address safety needs in a timely manner for each individual campus.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Health, Safety and Security and Principals</p>

**Goal 3: SAFE SCHOOLS.** SBISD will ensure a safe and secure 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.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Develop a District Safety Committee comprised of district stakeholders and emergency responders as required by SB 11. <b>Strategy's Expected Result/Impact:</b> Maintain committee roster in the District Emergency Operation Plan; meet at least 3 times per year <b>Staff Responsible for Monitoring:</b> Chief of Police</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Develop and refine procedures for small and large scale emergencies. <b>Strategy's Expected Result/Impact:</b> Procedures documented in EOP <b>Staff Responsible for Monitoring:</b> Chief of Police</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> The District Safety Committee will review findings from the school safety audits. <b>Strategy's Expected Result/Impact:</b> Address areas of need as a result of campus safety audits. <b>Staff Responsible for Monitoring:</b> Chief of Police, Director of Health, Safety and Security, and Safety and Risk Manager</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Regularly meet with partners; procedures documented in EOP. <b>Staff Responsible for Monitoring:</b> Chief of Police</p>



**Goal 3: SAFE SCHOOLS.** SBISD will ensure a safe and secure 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.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures. <b>Strategy's Expected Result/Impact:</b> All campus EOPs turned in and filed by a date named by the district <b>Staff Responsible for Monitoring:</b> Chief of Police, Safety and Risk Manager, and Emergency Manager</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Update campus EOPs annually and train staff at the start of each school year. <b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs; staff training documents maintained; EOPs submitted by a date named by the district <b>Staff Responsible for Monitoring:</b> Principals, safety officers, campus safety committees, and Emergency Manager</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Collect and verify that each campus has developed and submitted Campus EOPs. <b>Strategy's Expected Result/Impact:</b> 100% of campus EOPs are filed and reviewed <b>Staff Responsible for Monitoring:</b> Director of Health, Safety and Security</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Develop, train, and communicate District-level Emergency Operations Procedures and annexes. <b>Strategy's Expected Result/Impact:</b> Standard operating procedures will allow individuals to function effectively during emergency situations. <b>Staff Responsible for Monitoring:</b> Chief of Police and Director of Health, Safety and Security</p>
<b>Strategy 5 Details</b>
<p><b>Strategy 5:</b> Provide ongoing Stop the Bleed training and kits to selected faculty and staff at every campus. <b>Strategy's Expected Result/Impact:</b> Approximately 500 campus staff members across the district will be trained in Stop the Bleed procedures and be issued a Stop the Bleed kit. <b>Staff Responsible for Monitoring:</b> Director of Health, Safety and Security and Supervising Nurse</p>

**Goal 3: SAFE SCHOOLS.** SBISD will ensure a safe and secure 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.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Develop reunification procedures that align with best practices as outlined by the Texas School Safety Center.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Athletics</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Conduct reunification drill during the fall semester and complete an "after action review."</p> <p><b>Strategy's Expected Result/Impact:</b> Refine reunification drill procedures if needed</p> <p><b>Staff Responsible for Monitoring:</b> Director of Athletics</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Use Raptor Technologies to facilitate the reunification process.</p> <p><b>Strategy's Expected Result/Impact:</b> Conduct reunification drill to pilot and test feasibility of the Raptor system.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Athletics</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Contract with Black Swan Emergency Management to support emergency response efforts.</p> <p><b>Strategy's Expected Result/Impact:</b> Approved contract; written procedures established</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent for Community Relations</p>
<b>Strategy 5 Details</b>
<p><b>Strategy 5:</b> Refine division wide crisis communication capacity, cross training, and drills.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agendas and notes</p> <p><b>Staff Responsible for Monitoring:</b> Director for Communications</p>

**Strategy 6 Details**

**Strategy 6:** Attend standard response protocol training.

**Strategy's Expected Result/Impact:** Refine reunification drills

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

**Goal 3: SAFE SCHOOLS.** SBISD will ensure a safe and secure 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

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Provide training to staff and students on ways to prevent and/or slow the spread of viruses and other infectious diseases. <b>Strategy's Expected Result/Impact:</b> Training completed by staff and students <b>Staff Responsible for Monitoring:</b> Director of Health, Safety and Security and Supervising Nurse
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Monitor cases of viruses and other infectious diseases at individual campuses throughout the district. <b>Strategy's Expected Result/Impact:</b> Schools kept open <b>Staff Responsible for Monitoring:</b> Director of Health, Safety and Security and Supervising Nurse
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Provide Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) training to secondary students. <b>Strategy's Expected Result/Impact:</b> Students received life saving skills. <b>Staff Responsible for Monitoring:</b> Campus Nurse, Health Fitness Teachers, Director of Health, Safety and Security and Supervising Nurse

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

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

**Evaluation Data Sources:** Feedback from counselors and administrators

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> 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."</p> <p><b>Strategy's Expected Result/Impact:</b> Active or potential cases of dating violence would be recognized, reported, and addressed.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling and Director of Health, Safety and Security</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Provide awareness education to students and parents through multiple resources (data related to dating violence resources, school publications and school safety officers) that <b>SBISD does not tolerate dating violence at school.</b></p> <p><b>Strategy's Expected Result/Impact:</b> Community members, staff, and students would recognize dating violence and know the steps on how to report.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling and Director of Health, Safety and Security</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Provide awareness and education to students, parents, and staff regarding procedures for reporting under FFH (Local) and immediate parent notification if a student is identified as an alleged victim or perpetrator of dating violence.</p> <p><b>Strategy's Expected Result/Impact:</b> Procedures for investigating reports of dating violence followed by parents being notified of potential dating violence incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Secondary Administrative Services and Director of Health and Safety and Security</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Provide appropriate training to staff to support students who are or may be victims of dating violence.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff receive Trauma Informed Training at the beginning of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling and Director of Health, Safety and Security</p>

**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: Strengthen Family Education, Engagement and Empowerment (E3) practices and resources for families and staff across the system.**

**Evaluation Data Sources:** Training evaluations, other relevant feedback and number of staff trained.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Develop and deliver Family Engagement Facilitating Attuned Interactions training module to build staff capacity to support family engagement.  <b>Strategy's Expected Result/Impact:</b> Enhanced family-school partnerships for student success.  <b>Staff Responsible for Monitoring:</b> Director of Community Engagement</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Provide resources and supports for campus Family Engagement Liaisons.  <b>Strategy's Expected Result/Impact:</b> Improve family engagement best practice and align programming to academics.  <b>Staff Responsible for Monitoring:</b> Director of Community Engagement</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Provide training for Communities in Schools contractors in our schools that builds on family engagement best practices.  <b>Strategy's Expected Result/Impact:</b> Improve family engagement best practice and align programming to academics.  <b>Staff Responsible for Monitoring:</b> Director of Community Engagement</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Develop and implement a year long customer service plan.  <b>Strategy's Expected Result/Impact:</b> Delivery of robust training opportunities for campus-based staff.  <b>Staff Responsible for Monitoring:</b> Director of Community Engagement</p>
<b>Strategy 5 Details</b>
<p><b>Strategy 5: HUMANITIES:</b> Provide families with access to literacy resources to support their student's growth as readers.  <b>Strategy's Expected Result/Impact:</b> Support parents and families with the knowledge of SBISD's foundational literacy curriculum.  <b>Staff Responsible for Monitoring:</b> Director of Humanities</p>

**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: FAMILY E3:** Sustain family and staff learning opportunities and align to district goals and priorities.

**Evaluation Data Sources:** Staff and family workshop evaluations and number of attendees, District Title I Parent Advisory data

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Facilitate family education and engagement workshops that align to district goals and priorities.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve family-school partnerships by providing families with relevant information for their students' success and increase families' understanding of the education system.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Community Engagement</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Sustain Parent U events to build family capacity to support their children's academic success and the development of the Core Characteristics of a T-2-4 Ready Graduate.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide families with relevant information for their students' success and increase families' understanding of the education system.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Community Engagement</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Build staff capacity to foster effective family-school partnerships at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Embed family engagement as a practice in SBISD and enhance family-school partnerships.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Community Engagement</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Build family capacity to foster effective family-school partnerships through the district Title I Parent Advisory Committee and related resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase families' understanding of the education system and provide relevant information for student success for the representatives to share with their home campus.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Community Engagement</p>

**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:** Align and streamline volunteer processes and procedures.

**Evaluation Data Sources:** Number of volunteers and qualitative feedback.

Strategy 1 Details
<p><b>Strategy 1:</b> Migrate SBISD Volunteer Application to Raptor Volunteer Management.</p> <p><b>Strategy's Expected Result/Impact:</b> Successfully launch Raptor volunteer application on July 1, 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Community Engagement</p>



**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 4: PARTNERSHIP RECOGNITIONS:** Strengthen partner and volunteer recognitions.

**Evaluation Data Sources:** Number of partners and volunteers, qualitative feedback

Strategy 1 Details
<p><b>Strategy 1:</b> Elevate communication about partnerships and volunteers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of social media posts and new stories featuring district partners and volunteers.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Community Engagement</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Spotlight 20th Anniversary of SpringBoard Mentoring Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Development and implementation of year-long plan to recognize the 20th anniversary of SpringBoard Mentoring Program.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator for Community Services and Mentoring Programs</p>

**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.

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

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Recruitment efforts designed to attract qualified instructional, non-instructional, paraprofessional and auxiliary staff by building university, ACP and business partnerships.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Talent &amp; Support Services</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Attend and host job fairs, participate in panel discussions and research, advertise and market SBISD through multiple venues to attract quality candidates.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of qualified applicants</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Talent &amp; Support Services and Recruiters</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Train administrators regarding district compensation plan on how to communicate and respond to their employees.</p> <p><b>Strategy's Expected Result/Impact:</b> Competitive compensation and benefits to attract staff.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Talent and Director of Personnel Services</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Design and market clear career pathways and opportunities based on competencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Align career pathways through job descriptions and competency maps</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Talent, Directors of Talent &amp; Support Services</p>
<b>Strategy 5 Details</b>
<p><b>Strategy 5:</b> Monitor salaries and benefit packages of surrounding districts to ensure the district's compensation and benefits offerings remain competitive.</p> <p><b>Strategy's Expected Result/Impact:</b> Competitive compensation and benefits to attract staff</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Talent and Director of Personnel Services</p>

**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

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Data that reflects employees increased participation, satisfaction and requests for on-going professional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Administration &amp; Talent Executive, Director of Talent Directors of Talent &amp; Support Services, Director of Administration and Talent, and Community Superintendents</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Develop, design, or provide high-quality professional development trainings for department supervisors, professional staff, and campus administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Data that reflects employees increased participation, satisfaction requests for on-going professional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Administration &amp; Talent, Executive Director of Talent, Directors of Talent &amp; Support Services, and Director of Administration and Talent</p>

**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.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Less teacher and administrator turnover</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Administration &amp; Talent Executive Director Directors of Talent &amp; Support Services Director of Administration and Talent Community Superintendents Facilitator of Induction and Retention</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Provide flexible staffing to campus leaders by continuing to offer the OC-TX model.</p> <p><b>Strategy's Expected Result/Impact:</b> Flexible staffing plans to meet campus needs</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Administration &amp; Talent, Executive Director of Talent, Directors of Talent &amp; Support Services, and Staffing Officer</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Continuing, supporting, and sustaining the mentoring program for teachers by providing quality professional learning, observation time and coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased retention rate</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Administration &amp; Talent, Executive Director of Talent, Directors of Talent &amp; Support Services, Director of Administration and Talent, and Facilitator of Induction and Retention</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Build and support administrators' capacity to provide meaningful coaching and feedback for employees in efforts to impact and improve retention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase retention</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Administration &amp; Talent, Executive Director of Talent, and Community Superintendents</p>

**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
<p><b>Strategy 1:</b> Onboarding process to increase employee engagement through annual district hire orientation.</p> <p><b>Strategy's Expected Result/Impact:</b> Review and analyze surveys, talent and professional learning data</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Talent &amp; Support Services and Director of Administration and Talent</p>

**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.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Provide professional development on instructional leadership and creating strong Professional Learning Communities at principal and assistant principal meetings, Leadership U, and summer conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of internal applicants selected for leadership positions</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Academics, Associate Superintendent of Administration and Talent, and Community Superintendents</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Design a multi-year plan to grow-our-own administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Create an aspiring principal timeline of experiences</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Academics, Associate Superintendent of Administration and Talent, and Community Superintendents</p>

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

**Performance Objective 6: EMPLOYEE RECOGNITION:** Develop a robust, comprehensive recognition program model for employees.

**Evaluation Data Sources:** Qualitative and quantitative feedback from internal and external stakeholders

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Create a Recognitions Task Force. <b>Strategy's Expected Result/Impact:</b> Recommendations made to streamline and enhance recognition initiatives for implementation in 2024-2025. <b>Staff Responsible for Monitoring:</b> Director of Community Engagement / Director of Communications</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Elevate XtraCredit Program. <b>Strategy's Expected Result/Impact:</b> Updated program model and management plan. <b>Staff Responsible for Monitoring:</b> Director of Community Engagement</p>

**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
<p><b>Strategy 1:</b> Maintain an "A" superior rating in Financial integrity Rating System of Texas. <b>Strategy's Expected Result/Impact:</b> School FIRST Rating - Aug 2023 and Annual Audit. <b>Staff Responsible for Monitoring:</b> CFO and Controller</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Continue to maintain an unmodified opinion for the district's annual external audit report. <b>Strategy's Expected Result/Impact:</b> Clean Opinion on annual audit <b>Staff Responsible for Monitoring:</b> Director of Accounting and Controller</p>



**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

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Structure bond sales in order to minimize scheduled P & I payments and True interest cost - TIC. <b>Strategy's Expected Result/Impact:</b> Bond Sales according to established timeline and projected bond progress <b>Staff Responsible for Monitoring:</b> CFO and Controller
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Maintain underlying investment grade bond ratings from two nationally recognized rating agencies. <b>Strategy's Expected Result/Impact:</b> Maintaining Investment grade bond rating. <b>Staff Responsible for Monitoring:</b> CFO and Controller
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Meet all post issuance compliance & continuing disclosure requirements. <b>Strategy's Expected Result/Impact:</b> S & P - AA rating and Moody's Aa1 ratings. Post issuance compliance worksheets <b>Staff Responsible for Monitoring:</b> CFO and Controller
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Provide timely funding and effective financial reporting to facilitate efficient completion of capital expenditure projects. <b>Strategy's Expected Result/Impact:</b> FIP Report <b>Staff Responsible for Monitoring:</b> CFO and 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

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Develop a budget based on Board of Trustee goals and T24 strategies. <b>Strategy's Expected Result/Impact:</b> Adoption of the fiscal budget to meet the Board of Trustee's Goals <b>Staff Responsible for Monitoring:</b> CFO, Controller, and Budget Accountant
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Prepare monthly Budget Status Report and monitor to confirm actual revenue and expenditure is consistent with budget. <b>Strategy's Expected Result/Impact:</b> Approval of the Budget Status Report by the Board of Trustees <b>Staff Responsible for Monitoring:</b> CFO, Controller, and Budget Accountant
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Monitor source data to confirm funding is maximized. <b>Strategy's Expected Result/Impact:</b> Summary of Finance Report - TEA <b>Staff Responsible for Monitoring:</b> CFO, Controller, Budget Accountant, and Finance and Business Analyst
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Keep abreast of legislative activity relevant to funding in order to anticipate and influence change supportive of the district's strategies. <b>Strategy's Expected Result/Impact:</b> Adjusting budget to align with legislation <b>Staff Responsible for Monitoring:</b> 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

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Upgrade Boardroom and TTC A/V equipment to meet district lifecycle standards. <b>Strategy's Expected Result/Impact:</b> 100% of A/V equipment will be less than 10 years old. <b>Staff Responsible for Monitoring:</b> Director of Customer Service</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Ensure safety and security upgrades districtwide. <b>Strategy's Expected Result/Impact:</b> On time/on budget implementation of student password strengthening, On time/on budget implementation of SIS database encryption, and On time/on budget implementation of Multi Factor Authentication (MFA) Phase 2 <b>Staff Responsible for Monitoring:</b> Executive Director Cyber Security &amp; IT Operations</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Upgrade Network &amp; Infrastructure equipment districtwide. <b>Strategy's Expected Result/Impact:</b> On time/on budget implementation of districtwide Uninterrupted Power Supply (UPS). <b>Staff Responsible for Monitoring:</b> Executive Director Cyber Security &amp; IT Operations</p>

**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

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Tech services will meet 90% or greater of technology service ticket SLAs and have a satisfaction rating of 4.0 or greater on a 5-point scale.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of tickets resolved within designated SLAs and 4.0 or greater satisfaction rating</p> <p><b>Staff Responsible for Monitoring:</b> Technology Ex. Director, Directors</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Implement districtwide cybersecurity professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> State certified cybersecurity professional development program. 100% completion by all employees and Board of Trustees by deadline.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Ex. Director, Directors</p>

**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, volunteer numbers

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Implement Strategic Areas of Focus Plan to guide priority engagement and communication initiatives. <b>Strategy's Expected Result/Impact:</b> Enhanced communication and engagement. <b>Staff Responsible for Monitoring:</b> Director for Communications
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Provide timely, accurate information regarding district operations for internal and external stakeholders. <b>Strategy's Expected Result/Impact:</b> Effective, robust and transparent information provided to community via Website Content, social media channels, and other district channels and publications <b>Staff Responsible for Monitoring:</b> Director for Communications
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Conduct focus groups with internal and external stakeholders to ensure our engagement and communication efforts are meeting their needs. <b>Strategy's Expected Result/Impact:</b> Modification of communication outputs, metrics for digital content, marketing plans for campuses <b>Staff Responsible for Monitoring:</b> Director for Communications
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Review current practices and optimize current mass communication processes. <b>Strategy's Expected Result/Impact:</b> Internal audit <b>Staff Responsible for Monitoring:</b> Director for Communications

# District Improvement Team (DIT)

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Laurel Wheatley	Certified, PK/Elem-Bunker Hill ES
Classroom Teacher	Stephanie Blackmon	Certified, Middle/High-Spring Branch MS
Classroom Teacher	Catherine Janda	Health Fitness-Nottingham ES
Board of Trustee Liaison	John Perez	Trustee Liaison
Superintendent of Schools	Jennifer Blaine	Superintendent
District-level Professional	Kristin Craft	Associate Superintendent for Academics
Board of Trustee Liaison	Shannon Mahan	Trustee Liaison
Parent	Nicole Stone	Gifted & Talented
Parent	Nicolasa Lee	Title 1 Parent Committee
Community Representative	Elizabeth Wiehle	SBEF/Non-Profit
District Volunteer Programs	James Shaddix	Volunteer
Business Representative	Warren Sloan	Business
Parent	Mary Chamberlain	Stratford HS
Parent	Akilla Hameed	Cornerstone Academy
Parent	Erin Campbell	Wilchester ES
Parent	Jeffrey Bricker	Memorial HS
Parent	Richard Yuen	Hunters Creek ES
Parent	Marcela Halmagean	WAIS
Classroom Teacher	Lucia Flores	Certified, At Large-Landrum MS
Classroom Teacher	Jessica Alvarez	Bilingual/ESL-Buffalo Creek ES
Non-classroom Professional	Hayley Davis	Non-Teaching, At Large- Rummel Creek ES
Classroom Teacher	Marcie Baker	Certified, Middle/High-Stratford HS
Classroom Teacher	Crystal Cuellar	PK/Elementary-Treasure Forest ES
Classroom Teacher	Shikonya Cureton	Middle/High-WAIS
Classroom Teacher	Charlee Fisher	Special Ed (PK-12)-Terrace ES
Classroom Teacher	Brian Reppart	Teaching At-large (PK-12)-Stratford HS
Classroom Teacher	Melissa Herring	Gifted and Talented (PK-12)-Rummel Creek ES

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Jenny Adcock	Teaching At-large (PK-12)-Stratford HS
Classroom Teacher	Bill Dooley	Foreign Language (PK-12)-Stratford HS
Administrator	Joanne Lim	Non-teaching At-large (PK-12)-Thornwood ES
Parent	Megan Torres	Cedar Brook ES
Parent	Rebekkah Sandt	WAIS MS
Parent	Julie McCuen	Spring Branch MS
Community Representative	Linda Dang	Parent Teacher Association
Administrator	Carmilla Young	Principal
Classroom Teacher	Alma Gonzalez-Romero	PK/Elementary Spring Branch ES
Student	Crawford Freedman	Memorial HS
Student	Sarahi Alamilla	Northbrook HS
Student	Ian Howey	SBAI
Student	Valerie Igbikiowubo	Stratford HS
Business Representative	John Pisklak	Business
Student	Geovanny Melgar	WAIS