

NOTE:

Showcase reflects
Year-to-Date data as of
April 2026, not the entire
2025-2026 academic year.



COMPONENT 3: Curriculum

Objective: Prekindergarten/Head Start (Ages 3-4): Provide high quality prekindergarten programs and services that support students ages 3- and 4- years old with the foundational knowledge and skills to be curious, confident, and successful learners.

Early Childhood Education (ECE): Access, Engagement & High-Quality Instruction

Target: By 2028, at least 90% of students enrolled in SAISD Prekindergarten and Head Start programs (ages 3–4) will demonstrate readiness for kindergarten by meeting or exceeding benchmarks in early literacy, numeracy, and social-emotional development as measured by District-approved assessments.

Why it is important?

Access alone is not enough; **quality instruction matters**. By pairing strong family engagement and equitable enrollment practices with high-quality instructional materials and aligned professional learning, SAISD is ensuring young learners enter kindergarten ready, supported, and equipped for long-term academic success.



98%

98% progress toward Districtwide ECE access, enrollment, and instructional quality objectives.



Additional Achievements:

- 100% completion of PK/Head Start recruitment events and in-person application support for families.
- Districtwide ECE HQIM implemented through adoption of Scholastic PreK “On My Way” curriculum.
- Sustain partnerships with community-based and regional partners to expand early childhood outreach and family awareness.
- Early Childhood professional learning delivered at scale, supporting:
 - Texas PK Guidelines
 - Federal Head Start Performance Standards
 - High-quality instructional and behavioral practices

COMPONENT 3: Next Steps

Objective: Prekindergarten/Head Start (Ages 3-4): Provide high quality prekindergarten programs and services that support students ages 3- and 4- years old with the foundational knowledge and skills to be curious, confident, and successful learners.

Early Childhood Education (ECE): Access, Engagement & High-Quality Instruction

2025 Priority: Pair high expectations with strong support to ensure every student succeeds

By pairing strong family engagement and equitable enrollment practices with high-quality instructional materials and aligned professional learning, SAISD is ensuring young learners enter kindergarten ready, supported, and equipped for long-term academic success.

Access and Engagement

- Maintain and strengthen PK/Head Start family engagement practices through ongoing use of ECE data (enrollment and readiness indicators) to inform outreach efforts and instructional supports through 2028.

HQIM

- Monitor and strengthen HQIM implementation fidelity in early childhood classrooms through classroom walkthroughs, coaching cycles, PLC engagement, and analysis of educator feedback data aligned to PK instructional practices.

Professional Learning

- Embed ECE curriculum and professional learning into District instructional routines so practices remain consistent beyond the Always Learning Plan.



COMPONENT 3: Curriculum

Objective: Build a rigorous PK-12 curriculum aligned to College, Career, and Military Readiness (CCMR) standards which include advanced coursework and high-quality career pathways to ensure all students are prepared to succeed in college and postsecondary endeavors.

College, Career, and Military Readiness (CCMR): Coherent Pathways & Preparation

Target: By 2028, 100% of SAISD campuses will implement a PK–12 curriculum aligned to College, Career, and Military Readiness (CCMR) standards, with at least 85% of students completing one or more advanced coursework options (AP, IB, Dual Credit) or earning an industry-based certification, as measured by state accountability and District CCMR reports.

Why it is important?

Readiness requires more than course availability, it requires **intentional pathways**. By aligning coursework, strengthening four-year planning, and improving access to rigorous instruction, SAISD is ensuring students leave high school with clarity, preparation, and real postsecondary options.



100%

100% completion of the Districtwide Course Convention process, establishing consistent expectations for high-quality secondary coursework



Additional Achievements:

- 90% of class of 2025 projected **CCMR ready**.
- Four-year high school **planning systems** in progress to guide students, families, and counselors in mapping postsecondary pathways.
- Districtwide **alignment** of AP curriculum and instruction underway, focused on **rigor** and **consistency** in ELA and Math.
- **94% progress** across major CCMR initiatives.

COMPONENT 3: Curriculum

Objective: Build a rigorous PK-12 curriculum aligned to College, Career, and Military Readiness (CCMR) standards which include advanced coursework and high-quality career pathways to ensure all students are prepared to succeed in college and postsecondary endeavors.

College, Career and Military Readiness

New accountability changes from the Texas Education Agency require high schools campuses to meet multiple CCMR indicators by 2030. Students must meet college readiness indicators along with other advanced academic and career readiness outcomes.

Postsecondary Readiness & Persistence

- Strong advising for college enrollment, FAFSA/TASFA, and transition planning
- Course pathways that lead to college persistence, not just admission
- Early exposure to dual credit and AP with completion supports

Workforce Readiness with Value

- Shift from access to high-value, aligned industry credentials
- Programs tied to regional labor market demand
- Intentional progressions from CTE course → credential → postsecondary/workforce

Systems, Data & Equity

- CCMR planning embedded into master scheduling and staffing decisions
- Real-time use of CCMR tracking data to close gaps
- Targeted supports so all student groups meet CCMR outcomes

COMPONENT 4: Social Emotional Behavior Supports (SEBS)

Objective: Establish and train a centralized SEBS core team by August 2025 to refine and relaunch a comprehensive, equitable school climate plan across all SAISD campuses.

Multi-Tiered System of Supports



From Foundations to Impact

SEBS in SAISD is a multi-tiered approach to supporting students' social, emotional, and behavioral needs. Year 1 focused on building strong Tier 1 foundations through clear expectations and consistent practices. Year 2 expands to Tier 2 and Tier 3 supports, strengthening targeted and intensive interventions to ensure every student receives the support they need to succeed.

Building the Foundation: Tier 1

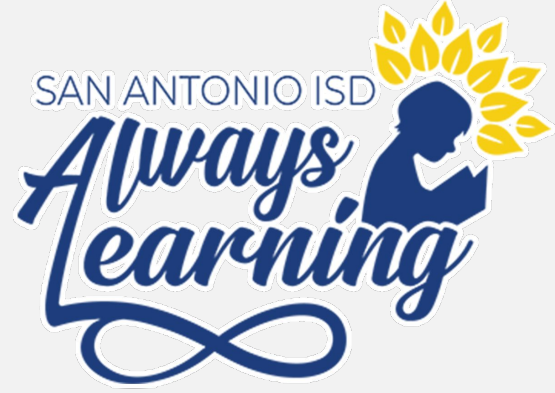
- Clear, consistent campus-wide expectations
- Common behavior language across SAISD
- Classroom rules & behavior matrices implemented
- Staff trained on consistent responses & reinforcement
- SEL practices: check-ins, relationship building, lessons

Expanding Supports: Tier 2 & 3

- Structured intervention systems across campuses
- Targeted supports for at-risk students (Tier 2)
- Intensive, individualized supports for high-need students (Tier 3)
- Increased collaboration:
 - Counselors
 - Social Workers
 - SEBS Teams

Impact and Next Steps

- Data-driven decision making cycles
- Strengthening campus SEBS Teams
- Ongoing training and coaching for staff
- Expanding student voice & family engagement



Evaluate all Students to Determine their Growth of Social Emotional Readiness

Objective: Administer the Districtwide bi-annual Insights assessment to measure their acquisition and growth of social emotional readiness.

Board Goal 4:

Improve Social Emotional Readiness

We will increase the percentage of all students who score At or Above Average on the Social Emotional Readiness Skills Assessment from 66% in Spring 2025 to 91% In Spring 2027.

Insights Survey: Social Emotional Readiness Skills Assessment

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

- The District conducts the bi-annual Insights Survey during the fall and spring terms to monitor student development.
- Current baseline metrics identify key growth opportunities in Social Perspective Taking, Understanding Others, and Social Awareness.
- To better support our students' growth, we are expanding our toolkit with High-Quality Instructional Materials for Social Emotional Learning, set to debut at all campuses in the 2026-27 school year.

COMPONENT 4: Social Emotional Behavior Supports (SEBS) Next Steps

Objective: Build stronger foundations and expand supports to ensure every student thrives.

From Foundations to Impact

SEBS in SAISD is a multi-tiered approach to supporting students' social, emotional, and behavioral needs. Year 1 focused on building strong Tier 1 foundations through clear expectations and consistent practices. Year 2 expands to Tier 2 and Tier 3 supports, strengthening targeted and intensive interventions to ensure every student receives the support they need to succeed.

Insights Survey Data: Student Voice

- Focus on sense of belonging gaps
- Identify campus/student groups with greatest need
- Align Tier 1 SEL strategies to:
 - Peer relationships
 - Inclusive classroom practices
- Use data in campus SEBS/MTSS team meetings

SEBS Data Trends

- Provide targeted coaching and support for teachers
- Utilize campus walkthrough data to monitor consistency
- Embed expectations into daily instruction and routines
- Strategic integration with SEBS campus teams
- Expand student voice & family engagement

Systemwide Scaling and Sustaining Impact

- Ongoing staff training & coaching/T-TESS & T-PESS Domains
- Implement consistent progress monitoring practices
- Expand:
 - Student voice opportunities
 - Family engagement strategies
 - Community Engagement

Component 5: HCM Teacher Vacancies

FIRST DAY TEACHER VACANCIES

Objective A: SAISD creates a teacher pipeline that ensures the District is able to recruit and retain highly skilled teachers in every classroom.

First Day Teacher Vacancies



51% decrease in first day teacher vacancies since 2023-2024.



Component 5: HCM

Substitute Teacher & Instructional Assistant Fill Rates

	SAISD 2023-2024	SAISD 2024-2025	SAISD 2025-2026
KPI: Avg. Substitute IA Fill Rates	60%	78%	91%
Avg. Substitute Teacher Fill Rates	85%	94%	97%

31%
increase

IA substitute fill rates increased by **31 percentage points over two years**, while teacher substitute fill rates have remained above **90%**, **15 percentage points** higher than the national average (82%).

COMPONENT 5: HCM - Homegrown Pathways

Objective A: SAISD creates a teacher pipeline that ensures the District is able to recruit and retain highly skilled teachers in every classroom within SAISD.

SAISD IS ALWAYS GROWING



ASSOCIATES OF ARTS IN TEACHING (AAT) PATHWAY

Growing our students into teachers

SAISD high schoolers can access our Associates of Arts in Teaching pathway and earn a HS diploma and an associates degree which enables graduates to join SAISD's Apprenticeship Pathway.



APPRENTICESHIP PATHWAY (CREW)

Learning through experience to excel

SAISD employees & Travis AAT graduates can access SAISD's first-in-the-region Registered Apprenticeship Program* designed to allow employees the opportunity to earn while they learn, completing a bachelor's and a formal residency in an SAISD classroom in 2 years.



COMMUNITY PARTNERSHIP PATHWAY

Leveraging resources to rise

SAISD staff that already hold a bachelors degree can access our Community Partnership pathway that leverages community partners to remove barriers to earn a low-cost/no-cost Texas teacher certification and be eligible to teach in less than a year.



TEACHER LEADER PATHWAY (P2L)

Lifting our leaders to lift others

SAISD teachers can access our Teacher Leader pathway, which aims to maximize the impact of our most effective teachers as coaches, mentors, and models for other teachers and instructors for our Community Partnership pathway.

SAISD Familia
Homegrown
PATHWAYS

COMPONENT 5: **Next Steps**

Objectives:

- A. SAISD creates a teacher pipeline that ensures the District is able to recruit and retain highly skilled teachers in every classroom.
- C. SAISD creates a streamlined system that ensures efficiency and seamless communication with all facets of recruitment, hiring, and onboarding processes.



Hands-On Recruitment 26-27

HCM set an internal goal that the 2026-27 school year begins with no more than 50 teacher vacancies across campuses, with 100% sub coverage. Internally the team has aligned on how we are all focused on first day teacher vacancies. Our external primary work is to:

- Expand homegrown teacher certification pathways
- Accelerate hiring timelines through improved workforce forecasting
- Strengthen certification guidance and support for teacher candidates



OPERATIONS: Safe & On Time Transportation



10%
Decrease

in bus accidents from
the 2025 school year.

	Description	Industry Standards	2024-2025 SY Average	2025-2026 SY Average
On-Time Performance	Measures buses arriving on time during the morning schedule (at least 15 minutes before instruction).	90% (within a 10 minute window but before instruction)	92% (Buses on time for the school year)	93% (Buses on time for the school year)
Transportation Safety	Student Safety: Allows for the design of safety programs to reduce and prevent accidents.	54 Accidents 2024	30 Accidents 2025	27 Accidents 2026

COMPONENT 8: Child Nutrition Services: Meal Participation



Objective: Conduct culinary demonstrations and training for all Child Nutrition employees to enhance food quality, recipe preparation, and overall kitchen efficiency.

Meal Period	Industry Standard	SAISD	Exceeded Industry Standard
Breakfast	32%	60%	↑ 28%
Lunch	72%	84%	↑ 12%



COMPONENT 8: Operations Facilities Services

Objective: Implementation of a new work order system to optimize operational and resource efficiency.

KPI

Work Order Completion Rate

**Industry Standard: 100%
Completion Rate / 19 Days**

Why it is important?

Work order timeliness measures operational responsiveness. Higher rates indicate streamlined management processes and resource allocation tailored to District needs.



92%

SAISD Completion rate with a mean resolution time of 15 days, demonstrating alignment between departmental capacity and District requirements.



Additional Achievements:

- Refined Operations Call Center to improve communication with campuses
- Developed a tiered response to prioritize District facility needs
- Established a “Blitz Team” to address critical facility needs

COMPONENT 8: Next Steps

Objective: Utilize the Master Planning data to improve operational efficiencies through planning and data-driven decision making.

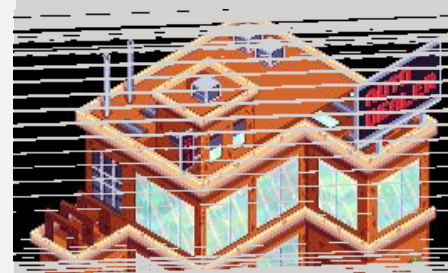
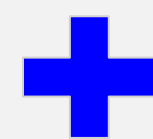
Facilities Master Planning

To maximize limited fiscal and human resources, the Operations Division will leverage two primary metrics from the Master Plan—the Facility Condition Index (FCI) and Building Usage Ratios—as the foundation for all operational planning.



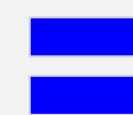
Facility Condition Index

This data-driven approach ensures we stop spending on failing infrastructure and invest in sustainable schools, leading to long-term savings and better operations.



Building Utilization

In under-enrolled schools, building utilization can assist with reducing the functional footprint to match the student population and reduce the operational cost.



Operational Planning

- Update Educational Specifications
- Campus Co-location models
- Building recommendations for Facility Repurposing
- Capital Planning

COMPONENT 11: FACE- Systems of Care

Objective: SAISD will actively communicate, engage, and empower SAISD families and community members to improve outcomes for students.



KPI

Systems of Care

A.11 - Improve the SAISD Systems of Care website, including information families can use to support student learning and access to community resources.

25-26 School Year

73,023

Views

Most viewed category -
Family Needs (13,382)

Most Viewed Event Types -
Food Distributions

Highest Viewed Month

20,681

December

Most Viewed Event Types -
Gift Giveaways & Food Distributions

All Time Views (since 2021)

169,582

2021: 127 views
2022: 8,681 views
2023: 26,081 views
2024: 37,750 views
2025: 61,191 views
2026: 33,752 views

Most Recent Addition

2025

Tutorial videos on using the site for families in English and Spanish.

COMPONENT 11: FACE - Family Survey



Objective A: SAISD will actively communicate, engage, and empower SAISD families and community members to improve outcomes for students.

	2022-2023	2023-2024	2024-2025	2025-2026
KPI: District wide Family Survey Participation Rate	14%	21%	42%	51%

37%
Increase

SAISD increased family survey participation from 14% to 51% over four years—more than tripling family voice and strengthening the District’s ability to respond meaningfully to family needs. Aligned indicators to inform School Performance Framework

30
points

30 points above statewide average response rate

COMPONENT 11: Next Steps

Objective A: SAISD will actively communicate, engage, and empower SAISD families and community members to improve outcomes for students.

Strategic Next Steps to Align Family Voice, Systems of Care, & Targeted Supports

- From participation to action—using family voice to drive improvement
- Coordinating supports to respond holistically to family needs
- Targeted responsive programming with community partners rooted in student success

FAMILY SURVEY Close The Loop With Families

- Strengthen Credibility and Transparency with Families
- District Actions: Ex: Publish a Family Survey Impact Brief
- Campus Actions: Ex: Share Results via Family Meetings, Newsletters, and School Webpages

SYSTEMS OF CARE Deep Dive Into Family Needs

- Develop a specific tracking method to help identify the most sought out resources
- Conduct focus groups or ask for testimonials on ease of use and success stories
- Increase awareness and usage

THRIVE TIME Scaling the Program

- Audit and track data: compare attendance data and student achievement data to show impact
- Standardize Lessons: Have a “plug and play” guide for partners to have consistent lessons
- Increase partnership bank that supports identified campuses



COMPONENT 11: Access & Enrollment

Objective: Create a Districtwide environment of school choice for all schools, ensuring equitable access to all students and prioritizing neighborhood needs.

Increase out-of-District enrollment by strengthening the conversion of offers to completed registrations, achieving an out-of-District enrollment yield of at least 15%.

Target: Out-of District Students

Why it is important?

Strengthens District competitiveness:
A strong out-of-District enrollment yield reflects effective outreach, clear communication, and a positive enrollment experience for families.

Out-of-District
Enrollment 25-26

7,047
Students



SAISD has built a strong foundation for out-of-District enrollment through Districtwide choice options, centralized offer management, and continuous enrollment practices, positioning the District to attract and convert non-resident students despite regional enrollment declines.

COMPONENT 11: Access & Enrollment



District of Choice

In District and Out-of-District

Objective: Create a Districtwide environment of school choice for all schools, ensuring equitable access to all students and prioritizing neighborhood needs.

44%

44% of students attend choice schools
(Total of 18,789)

77%

Of these 18,789,
14,436 live in the
District

23%

23% of the students
reside out of District



Access & Enrollment

Target: Increase overall District attendance rate to 90% or higher; increase 1% from previous year.

Why it is important?

Reduces chronic absenteeism, increases District ADA, and correlates to the increase of student academic achievement.

2024-2025 YTD
attendance rate

90.0%

2025-2026 YTD
attendance rate

90.5%



Additional Achievements:

- Chronic absenteeism for the 2025-2026 school year is at 30% compared to 34% for the 2024-2025 school year, a 4% decrease
- SAISD has continued to show a decline in the number of dropouts for the past 5 years
- 8 out of our 10 middle schools have shown growth in attendance for the 2025-2026 school year



COMPONENTS: 2, 3 & 9: EDUCATIONAL TECHNOLOGY

Objective A

Leverage Technology with High Quality Instructional Materials (HQIM)


Use and leverage technology as an accelerator to HQIM that encourages student collaboration, engagement, creativity, and supports lesson internalization.

Target: HQIM PD @ 80%



Outcome to Date: 75.2%

- Prof Development Dashboard by HQIM
- **New** Software Approval Process
- Advisory on HQIM & Applications
- **Strategic Collaboration & Gap Analysis** with Teaching & Learning
- Ready Tech Conference AI + Tech Bytes
- **Ed Tech Cohorts** - Application Models
- **50+** Self-Paced, On Demand Modules



C III

TEXTBOOK ADOPTIONS

- Teacher Review
- Stakeholder Advisory
- Board Approval
- Funding Allotment
- Acquisition & Delivery



C IX

SOFTWARE APPROVAL

- TEKS Aligned Digital Tools
- **New** Approval Workflows
- **New** Data Confidentiality Agreements
- **New** Submission Process



C II

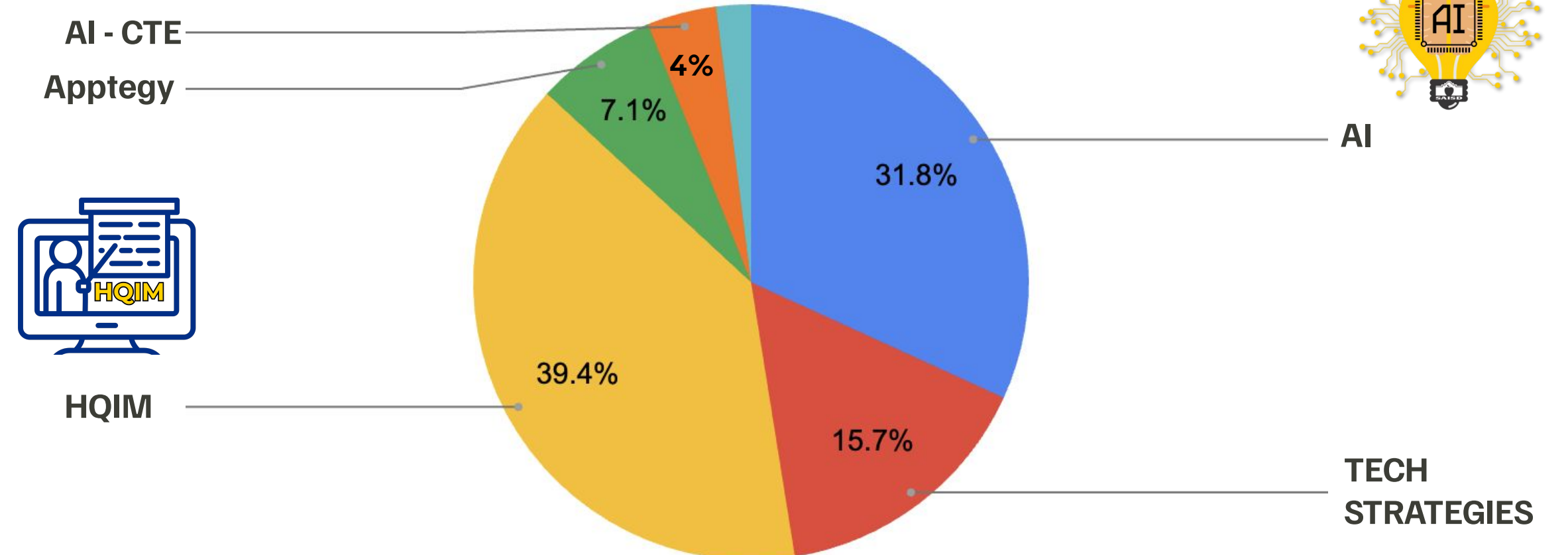
PROFESSIONAL DEVELOPMENT

- Strategic Collaboration
- Artificial Intelligence
- LTI Integrations
- Differentiation & Extension

KPI 1: Leverage Technology with HQIM 80%

KPI: Use and leverage technology as an accelerator to HQIM that encourages student collaboration, engagement, creativity and supports lesson internalization.

Count of Tech Tool Defined





COMPONENT 10: CONTINUOUS IMPROVMENT

The Office of Strategy



KPI: Strategic Management Planning

Target: Develop a handbook to codify strategic management planning processes. (Always Learning 2.0)



Objective D:

Build strong, sustainable, systems throughout SAISD that allow departments, campuses, and staff to function at high quality and efficiency in a service-oriented manner to continually drive towards improved outcomes, not only on a systems-level, but for all student outcomes.



COMPONENT 10: CONTINUOUS IMPROVEMENT

The Office of Strategy

Why it is important?

If we document every phase of our strategic management plan creation—prioritizing authentic stakeholder engagement across all levels of the District—

- We will cultivate a shared sense of ownership and build a robust "institutional memory"
- Which leads to a sustainable organizational culture where the strategic vision remains consistent and actionable, ensuring long-term success for our students.

Phase 1: Review & Reflect

- Executive review with Superintendent
- Assemble internal Always Learning Design Team (ALDT)
- Analyze data and outcomes
 - Always Learning audit
 - Survey component owners
 - Review SPF, Master Plan, etc.
- Assemble Always Learning Advisory Committee

Phase 2: Collect Input

- Broad pre-survey
- Grassroots input
 - Campus listening tours
 - Student focus groups
 - SMD town halls
- Targeted Dialogues
 - Children's Cabinet
 - Student Advisory
 - Alliance/Partner orgs
- Draft Community Pulse Report

Phase 3: Identify Priorities & Draft

- Identify strategic priorities: ALDT takes listening tour data into components and shares with E-Team
- Board Check-In #1: present priorities
- Create draft 1

Phase 4: Collect Feedback & Revise

- Internal & external vetting: take draft 1 to the District Advisory Council (DAC), Principal Advisory Council (PAC), Children's Cabinet, and staff.
- Refine to draft 2
- Final Board approval

Phase 5: Launch & Monitor

- Develop progress monitoring system
- Post-survey: does community feel heard
- Marketing & dashboard launch
- Monitor progress & communication
- Protocols for E-team to review progress quarterly

COMPONENT 10: **Next Steps**



Initial Development

We asked eight small groups of District leaders to create their ideal timeline of actions leading up to the development of Always Learning 2.0 and synthesized their ideas. We then collected feedback from:

- District Advisory Council (DAC)
- Principal Advisory Council (PAC)

Next Steps

- Collect feedback from Children's Cabinet
- Share framework with board and community
- Complete the first draft before end of school year