

Component II: Ensure Exemplary Teaching and Learning

Component II: SAISD will achieve high academic expectations for all students by ensuring highly skilled educators in every classroom who prepare students to pursue, persist, and flourish in a future of their choosing.

Objective A: Create equitable, student-driven learning environments where exemplary teaching and learning practices are evident and used consistently across all classrooms in the district.

Activity	Timeline	Outcomes
<p>1. Codify and implement a leadership walk model aligned to exemplary teaching and learning practices and focused on the instructional core:</p> <ul style="list-style-type: none">• Task• Content• Teacher• Student	<ul style="list-style-type: none">• Engage school leadership in an evidence-based leadership walk protocol by December 2022.• Codify the leadership walk protocol, to include process, practices, and frequency by April 2023.• Conduct professional development with all Principals, Assistant Principals, and academic support staff by August 2023.• Implement walks with school leadership teams starting September 2023.• Provide annual calibration professional development during leadership PLNs (professional learning networks).	<p>All school leadership and academic support staff are fully trained in the leadership walk protocol anchored in the SAISD model.</p>
<p>2. Create responsive professional development opportunities for Teachers that provide an evidence of accountability, active participation, and cognitive engagement from <u>all</u> students:</p> <ul style="list-style-type: none">• Total Participation Techniques• 7-Steps• Kagan Cooperative Learning Structures	<ul style="list-style-type: none">• Add total participation instructional strategy professional development to the Summer professional development catalog for Summer 2023 and 2024.• Embed opportunities for total participation instructional strategy professional development at all Saturday staff trainings (EPIC Saturdays) four times per year for school year 2023-2024 and 2024-2025.• Conduct professional development with all Principals, Assistant Principals, and academic support staff during the school years 2023-2024 and 2024-2025.	<p>All Principals, Assistant Principals, and academic support staff will have a unified vision of total participation instructional strategies to engage all learners.</p> <p>Total participation instructional strategies will be evident in all schools.</p>
<p>3. Create opportunities for Teachers to engage in professional development specific to using the physical environment for learning</p> <ul style="list-style-type: none">• Learning walls	<ul style="list-style-type: none">• Add professional development to the Summer professional development catalog for Summer 2023 and 2024.• Embed opportunities for professional	<p>All Principals, Assistant Principals, and academic support staff will have a unified vision of how to use the physical environment to support learning.</p>

<ul style="list-style-type: none"> ● Scaffolds and reference supports <ul style="list-style-type: none"> ○ Anchor charts ○ Sentence frames/stems ○ Word walls ● Workstations 	<p>development at all EPIC Saturdays four times per year for school year 2023-2024 and 2024-2025.</p>	<p>Effective use of the physical environment to support learning will be evident in all schools.</p>
<p>4. School Support Teams (SSTs) Create micro-learning videos for students to be used by teachers to supplement instruction for key topics</p>	<ul style="list-style-type: none"> ● Create an exemplary micro-learning video by March 2023. ● Conduct training for all curriculum writers by May 2023. ● Create Phase I micro-learning videos 2023-2024. ● Create Phase II micro-learning videos 2024-2025. 	<p>Students will have access to quality instructional support through short targeted video instruction.</p> <p>Teachers will have access to core and intervention resources to support their students.</p> <p>Student achievement will increase as achievement gaps are closed for students.</p>
<p>5. Transition from a sheltered instruction model to a new Content-Based Language Instruction (CBLI) model to support academic and sociocultural development of Emergent Bilingual students.</p>	<ul style="list-style-type: none"> ● Use existing advisory councils to align the state CBLI model to SAISD by May 2023. ● Conduct professional development related to CBLI instruction and assessment specific to each of the core content areas beginning August 2023. ● Implement CBLI model August 2023. ● Train staff in evaluating high-quality CBLI instruction by August 2023. ● Develop a pathway for math, science and social studies Teachers to obtain English as a Second Language (ESL) Supplemental certification by May 2024. ● Create resources to support the use of CBLI in all classrooms by August 2025. 	<p>CBLI-aligned resources will be available for all core subjects in the respective curriculum control panels.</p> <p>CBLI-aligned guidance documents will be available for all electives, fine arts, PE/health, world languages, cross curricular and extra curricular clubs/organizations.</p> <p>A library of written and video reference CBLI tools and models will be available.</p> <p>An ongoing school-based system for evaluating and improving CBLI instruction</p>

6. Create common district-wide definitions of differentiation with exemplars across content areas and grade levels, including linguistically responsive instruction, accommodated instruction, accelerated instruction, and enrichment.	<ul style="list-style-type: none"> ● Use existing advisory councils to consider and align research-based, high yield strategies for prioritized incorporation into district instructional frameworks by August 2023. ● Convene four focus meetings centered around the identification of priority strategies and practices by October 2023. ● Present recommendations to various stakeholder groups to gather feedback by April 2024. ● Consider feedback and make final recommendations by May 2024. ● Integrate strategies into the instructional frameworks by December 2024. ● Create updated professional development and begin training by May 2025. ● Ensure full implementation, school year 2025-2026. 	<p>Clear guidance on research-based, high yield strategies.</p> <p>Integration of prioritized strategies in the instructional frameworks/control panels.</p> <p>Evidence of integration of strategies, as seen during Leadership Walks, through Professional Learning Networks (PLN) collaboration, and lesson plans.</p>
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Objective B: Implement a comprehensive assessment program to analyze qualitative and quantitative student data on a regular and timely basis to inform classroom and program decision-making.

Activity	Timeline	Outcomes
1. Create opportunities for Teachers to engage in professional development specific to assessment <i>for</i> learning (formative) and assessment <i>of</i> learning (summative) to understand both forms of assessments that serve distinct purposes, and how they complement one another and ultimately enhance instruction, intervention, and student achievement.	<ul style="list-style-type: none"> ● Add professional development to the Summer professional development catalog for Summer 2023 and 2024. ● Embed opportunities for professional development at all EPIC Saturdays four times per year for school years 2023-2024 and 2024-2025. ● Conduct professional development with all Principals, Assistant Principals, and academic support staff during school years 2023-2024 and 2024-2025. 	<p>All Principals, Assistant Principals, and academic support staff will have a clear vision of assessment of and for learning to support instruction, intervention, and student achievement.</p> <p>Effective use of assessments of and for learning will be evident in all classrooms.</p>

<p>2. Create student work protocols that allow administrators and Teachers to frequently and efficiently evaluate evidence of learning through student work.</p>	<ul style="list-style-type: none"> ● Establish a resource that offers students a wealth of different learning options that prioritize the development of a student generated portfolio of their work product by August 2023. ● Establish a platform for students to curate portfolios of their work by August 2024. ● Establish a calendar for student-led conferences to be implemented pre-K-12 by August 2025. 	<p>Teachers have a clear picture of where students are and how to communicate clear criteria for improvement as evidenced in the students' Accelerated Instruction Plans.</p> <p>Students develop portfolios of their work that demonstrate their understanding of their own personal growth overtime.</p> <p>Students have agency in determining the best way to demonstrate their understanding of content as evidenced during student-led conferences.</p>
<p>3. Revise the District assessment plan to reflect an efficient number of formal assessments administered to students for each grade-level to only those that are most important for measuring student progress and informing teaching and learning.</p>	<ul style="list-style-type: none"> ● Engage existing advisory councils and invested stakeholders - including students - to create an assessment framework and calendar by March 2023. ● use existing advisory councils to review and approve the assessment framework and calendar by April 2023. ● Implement the plan by August 2024 ● Review annually each March. 	<p>Strategic selection/abandonment of assessments to reduce the number of assessments on the District Assessment Calendar.</p> <p>Codified Emergent Bilingual assessment plan based on a biliteracy trajectory that minimizes the need for testing without reducing the necessary gathering of diagnostic information in both program languages during every assessment window.</p>
<p>4. Create monitoring strategies and new protocols to analyze and interpret student data from the redesigned Texas English Language Proficiency Assessment System (TELPAS) to ensure that Emergent Bilingual students make progress from year to year.</p>	<ul style="list-style-type: none"> ● Set school and individual student TELPAS progress goals with school leadership teams based on reports from the BI Platform by August 2023. ● Provide ongoing professional development and job-embedded coaching on high-use language development strategies across all domains and assessments based on the TELPAS proficiency level descriptors beginning summer 2023. ● Support schools with TELPAS goal-setting conferences for all Emergent Bilingual students beginning by August 2023. ● Provide students multiple pathways to access a TELPAS aligned online program that accelerates English language acquisition and prepares students for the TELPAS online assessment by August 2023. ● Provide domain data for 6th-12th grade Emergent Bilingual students to school 	<p>Increase in the number of schools meeting the TELPAS progress goal established by the state.</p> <p>Decrease in the percentage of students with more than three years in the United States scoring Beginning/Intermediate on TELPAS reading and TELPAS composite</p> <p>Increase in the number of students who meet reclassification criteria based on TELPAS, resulting in an increased number of students meeting criteria for the state's Performance Acknowledgement in Bilingualism and Biliteracy.</p>

	leadership on a quarterly basis beginning March 2023.	
5. Create new protocols to analyze and interpret student data from the redesigned STAAR assessment, particularly for interactive item types including short constructed responses.	<ul style="list-style-type: none"> Analyze new reports released for the redesigned STAAR by September 2023. Create data protocols for elementary and middle grades, in partnership with the Accountability, Research, Evaluation, and Testing Department (ARET), to analyze STAAR data on interactive item types and make instructional decisions by September 2023. Create a high school data protocol, in partnership with ARET, to analyze STAAR data alongside PSAT, SAT, ACT, ASVAB alongside STAAR EOC data for HS students by July 2023. Provide professional development to school leadership during July/August Leadership 2023. Provide professional development to Teachers to use data protocols for state and aligned common assessments by July 2023. 	School leadership has increased capacity and confidence to establish a school instructional plan that supports achievement for all students.
6. Define and implement a district-wide, grading procedure for grades pre-K through 12.	<ul style="list-style-type: none"> Use existing advisory councils to develop and publish procedures by April 2025. Conduct professional development related to the new grading procedures from May 2025 through October 2025, and ongoing as needed. Implement procedures beginning in August 2026. Determine a better reflection of accurate grades than semester failures by December 2026. 	Publish grading and reporting administrative procedures that are available to staff on the employee portal and to families on the Family and Students webpage.
7. Define evidence and research-based conditions that will result in referral for GT testing for students who are outside of the universal screening tests at 1st & 5th grades and set standards for serving identified students and for GT student achievement.	<ul style="list-style-type: none"> Engage the District GT Advisory Council to identify barriers such as native language testing, develop the definition of referral criteria, create the identification protocol, and establish a clear set of standards for serving identified students and outcomes identified students should achieve by May 2023. Conduct professional development for all 	<p>Increase in the number of identified GT students to meet or exceed 10%.</p> <p>Identified GT population in SAISD will reflect(within the 5% equity index) the district percentage of student groups for Emerging Bilingual, low socio-economic, Special Education, African American, and Latino students.</p>

	<p>school staff (Teachers, Counselors, Principals, and Assistant Principals, FACE Specialists) to recognize GT characteristics across multiple student populations and best practices for identification by December 2023.</p> <ul style="list-style-type: none"> ● Offer training to families to recognize GT characteristics by March 2024 ● Conduct professional development for school staff to implement the GT service framework to achieve high levels of GT student success school year 2023 - 2024. ● Provide multiple pathways for students during 2024 -2025 	GT students will meet and exceed district performance standards on all assessments.
8. Conduct an audit of special education to improve all services, including evaluation of students for services and the assessment of students identified as special education.	<ul style="list-style-type: none"> ● Contract with the Council of Great City Schools to convene a Strategic Support Team of experts to conduct an audit of all program components and budgets by spring 2023. ● Review audit findings with the Sped Advisory Council by July 2023. ● Implement phase 1 changes by August 2023. ● Complete all phases by June 2025. 	<p>Clear programmatic evidence of areas for reinforcement and refinement.</p> <p>Recommendations for improvement based on established criteria.</p>
9. Analyze credit recovery policies, procedures, and practices		

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Objective C: Support the development of skillful Teachers through providing high-quality, research-based professional development that aligns to key characteristics of effective teaching and adult learning theory.

Activity	Timeline	Outcomes
<p>1. Provide comprehensive and differentiated professional development offered in multiple modalities, including:</p> <ul style="list-style-type: none"> ● Video Microlearning ● Virtual Instructor-Led ● Face-to-face Instructor-led 	<ul style="list-style-type: none"> ● Use existing advisory councils to develop and codify District professional development criteria by June 2023. ● Define modalities that provide the most comprehensive and flexible options for staff by August 2023. 	<p>Increase in the number of professional development sessions attended.</p> <p>Professional development surveys indicate that the modalities meet the needs of staff.</p>

<ul style="list-style-type: none"> • Cohort 	<ul style="list-style-type: none"> • Create criteria for microlearning and a standardized format and platform to host videos by August 2023. 	
<p>2. Create a system to acknowledge achievements and skill acquisition through badging and micro-credentialing for students, families, and staff.</p>	<ul style="list-style-type: none"> • Use existing university partnerships with the University of Texas at Austin (UT Austin) and the University of Texas at San Antonio (UTSA) to develop and codify District badging and micro-credentialing criteria by June 2023. • Create criteria for badges and micro-credentials that will ensure coding of metadata for transportability under a university provider by May 2024. • Identify a repository to award and track badges and micro-credentials earned by May 2024. • Establish badging and micro-credentialing for students by August 2024. 	<p>Diverse opportunities for staff to engage in continued professional learning that are codified into badges and micro credentials that can be tracked and acknowledged.</p> <p>Increase in the number of teachers, students and families receiving a well articulated sequence of courses that lead to a university recognized badge or micro credential that complements the educator's degree and experience.</p>
<p>3. Create an instructional calendar that:</p> <ul style="list-style-type: none"> • Allows for parent-teacher conferences in both fall and spring to review and discuss student progress with families • Provides time for Teachers to engage in professional development aligned to school and student need • Provides time for Teachers to meet in PLNs to implement protocols for data analysis and the examination of student work, evaluate curriculum for grade-level alignment, and share instructional best practices informed by data 	<ul style="list-style-type: none"> • Create 2-3 drafts of the instructional calendar, one that reflects a mirrored version of the past year, and 1-2 versions with potential changes to be considered annually by November. • Use existing advisory councils to review the options and provide additional considerations by December. • Send the draft calendars to staff and families to vote on their preferred calendar in December. • Present calendar to the Board for approval by January of each year. 	<p>Approved instructional calendar with stakeholder input that increases time for Teachers to collaborate with families on student progress.</p> <p>A calendar that allows for professional learning and collaboration during the school day.</p>
<p>4. Engage all Teachers in ongoing job-embedded professional development focused on culturally relevant pedagogy, content-based language instruction, high-interest resources, and authentic and adapted texts to support all students.</p>	<ul style="list-style-type: none"> • Provide an overview training for Principals in July/August Leadership 2023. • Provide face-to-face ongoing professional development for Teachers to attend during the school day by August 2023. • Embed updates and ongoing training into the school leadership Professional Learning Networks (PLN) for the school year 2023-2024. 	<p>Comprehensive catalog of opportunities, to include:</p> <ul style="list-style-type: none"> • In-person small group/large group/job embedded • On demand video modules • Asynchronous modules designed for consumption in a planning period (30 min), after school (1 hr), or outside instructional day (1/2/3 hrs)

	<ul style="list-style-type: none"> ● Incorporate strategies into learning strands and offer stand-alone sessions for Instructional Coaches, Instructional Specialists, and Academic Deans by August 2023. ● Create asynchronous modules for staff through e-courses and microlearning videos by May 2024. 	
5. Develop a process to provide job-embedded professional development for Teachers coming into education from industry and military through coaching support from instructional specialists.	<ul style="list-style-type: none"> ● Establish a New Teacher Academy specific for teachers coming from industry and military to include pedagogy, curriculum implementation, classroom management, student group training, compliance and policy and procedures training in Summer 2023. <ul style="list-style-type: none"> ○ Gather input and feedback; are new teachers' needs being met ● Align staff to instructional specialist support. ● Establish a 2nd Year Teacher Academy for previous non-educators focused on improving the science and art of teaching and learning in Summer 2024. 	<p>Two-year New Teacher Academy for Non-Educators that accelerates Teachers ability to teach subject areas</p> <p>Improve teacher retention by 50% among Career and Technical Education (CTE) Teachers.</p>
6. Create a group of substitute teachers dedicated to teacher pullouts for professional learning during the school day, potentially utilizing bus drivers and assistants.		

