



BISD Teaching & Learning

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LEARNING [Goal 1]: Develop and obtain local standards for high levels of integrated learning.

December 19, 2024

24/25 Priority	Semester 1
Literacy and Math Instruction K-12	<ul style="list-style-type: none">• Developed and Submitted Draft BISD Literacy Framework to TEA in accordance with our Strong Foundations Planning Grant• In January we will observe RLA classrooms again for evidence of RLA Research-Based Instructional Strategies and discuss framework rollout• We will begin the work for the math framework in February
Teaching & Learning Development	<ul style="list-style-type: none">• Monthly instructional syncs with campus principals and monthly Instructional Leader ECTs (including AP's) are held to discuss instructional celebrations, instructional areas of growth, ECT support needed, campus professional learning needs, and any other relevant topics• Weekly ECTs are getting stronger, more focused and collaborative (end goal-focus on the 4 essential questions)<ul style="list-style-type: none">◦ What do we want our students to learn? (<i>i.e. Unit/Lesson Internalization and think about how we can incorporate Small Moves, Big Gains Strategies</i>)◦ How will we know if they learned? (<i>i.e. Formative and Summative Assessment Data</i>)◦ What will we do if they have learned? What will we do if they have not learned? (<i>i.e. HQIM resources, small group instruction, tutorials, etc.</i>)• Teacher Leader meetings have been discussing using purposeful formative assessment data to influence instructional moves in order to best meet the needs of our learners• OBP's extra funds from their ESF Grant is being used for specific professional learning in partnership with ESC6
Use of Data/HB 3 Goals	<ul style="list-style-type: none">• Knowing our learners and building intentionality around data-informed instruction to deliver solid tier 1 instruction and prepare targeted instruction in an effort to close learning gaps as well as provide enrichment for higher-level learners• Learning Walk Semester 1 Data (district-wide narrowing our focus for the second semester to classroom talk and writing to learn)• MOY data (CLI, MAP, Interims) will be focused on creating action steps with intentionality around instruction to influence STAAR/EOC results• New criteria/focus developed for CCMR
Supporting Science Instruction	<ul style="list-style-type: none">• Bringing in 5th/8th science support from ESC6 during second semester• Continuous teacher development with knowing the new TEKS and how they are assessed

BELLVILLE ISD LITERACY FRAMEWORK

Our Vision:

BISD cultivates our learners to be proficient readers, writers, and thinkers. All learners will read, think, speak, and write daily through engaging experiences.

1

We believe learning to read requires an explicit and systematic approach to teaching foundational skills that is research-based and aligned to grade level expectations.

2

We believe all students deserve daily access to complex, grade-level texts necessary for college and career preparation.

3

We believe all students require knowledge of the world around them that should be systematically developed through the use of high quality instructional materials.

4

We believe students' literacy experiences (reading, writing, and speaking) must be grounded in evidence from the text.

5

We believe that a love for reading and writing should be fostered and developed in all classrooms at all grade levels. When students experience barriers, support will be provided so that every student can succeed.

Our Beliefs:

stakeholder actions:

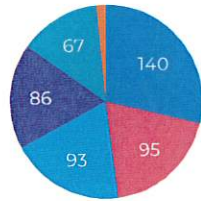
	Students	Teachers	Leaders	Families
1	<p>Engage in daily practice in order to master foundational skills and become proficient readers.</p>	<ul style="list-style-type: none"> Utilize high quality instructional materials to teach foundational skills with integrity. Teach foundational skills explicitly out of text and systematically practice in text. Progress monitor and support students' mastery of foundational skills. 	<ul style="list-style-type: none"> Provide, monitor and support the implementation of high quality instructional materials with integrity. Ensure that teachers have adequate time to internalize lessons, collaborate with one another, and adjust instruction as a result of progress monitoring. Provide professional learning to support effective lesson internalization. 	<ul style="list-style-type: none"> Know what foundational skills their students are working on and support at home. Read daily to and with students.
2	<p>Engage with and persevere while reading complex, grade-level texts daily.</p>	<ul style="list-style-type: none"> Instruct all students using complex, grade-level texts within high quality instructional materials. Prepare for instruction by reading and annotating texts to plan rigorous lessons and scaffold for potential barriers. 	<ul style="list-style-type: none"> When observing instruction, look for evidence that all students have access to engage with complex, grade-level texts. Provide the time and space for teachers to collaborate and plan for instruction with complex, grade-level texts. Provide professional learning to support effective lesson internalization. 	<ul style="list-style-type: none"> Encourage daily reading and talk with students about their reading. Read with students at home, both school-related texts and texts that are meaningful for the family.
3	<p>Engage daily with texts and topics in order to develop a deep and broad knowledge base.</p>	<ul style="list-style-type: none"> Implement high quality instructional materials by following the scope and sequence in order to ensure that knowledge is built in a meaningful way. Identify the demands of each text and prepare to build upon student knowledge base. Identify and prepare to address key vocabulary in a meaningful way to anchor knowledge building. 	<ul style="list-style-type: none"> Monitor the implementation of the high quality instructional material scope and sequence. Support teacher planning through ECTs, coaching, and other professional learning opportunities. Provide professional learning to support effective lesson internalization. 	<ul style="list-style-type: none"> Have an awareness of texts students are reading in order to expand learning through connections meaningful to the family stakeholder actions.
4	<p>While responding to text, ground their thinking, writing, and speaking in evidence from the text.</p>	<p>Prior to teaching the lesson:</p> <ul style="list-style-type: none"> Prepare daily opportunities for students to respond to complex, grade-level texts through writing or speaking using evidence from the text. Analyze the intended purpose of questions/thinking stems within each lesson, determine exemplar responses and evidence, and anticipate misconceptions. <p>During the lesson:</p> <ul style="list-style-type: none"> Routinely model how to stay in the text and use evidence from the text to support analysis. Prompt students as needed. Allow students to showcase their thinking with evidence from the text. 	<ul style="list-style-type: none"> While observing classroom instruction, look for evidence of students supporting their thinking with evidence from the text. Look for evidence of teaching preparation prior to delivering instruction. <p><i>Examples: annotated lesson plans, ability to respond quickly and efficiently to students' responses of text-based questions and build toward the big idea(s) of the text</i></p> <ul style="list-style-type: none"> Provide professional learning to support effective lesson internalization. 	<ul style="list-style-type: none"> When reading with students, have conversations that expect them to respond based on the text.
5	<p>Find joy in reading and writing. Persevere through the struggle.</p>	<ul style="list-style-type: none"> Develop a classroom culture where all students see themselves as readers and writers. Identify as a reader and writer yourself and model your struggles and celebrations. Celebrate students taking learning risks in their literacy experiences. 	<ul style="list-style-type: none"> Identify ways to promote and celebrate literacy school-wide and district-wide. Commit to providing ongoing professional learning opportunities to support teachers to continuously refine their craft and meet the needs of our learners. 	<ul style="list-style-type: none"> Read and have meaningful conversations about books as often as possible.

CAMPUS ▾ GRADE ▾ SUBJ ▾ DAY ▾ Timestamp ▾

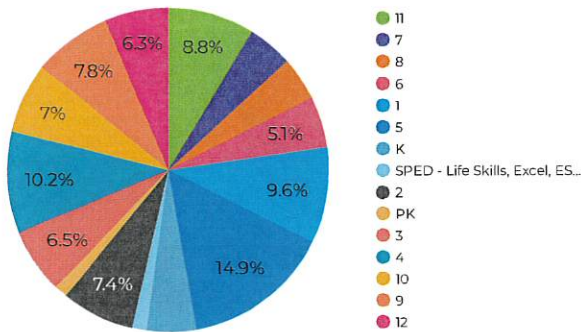
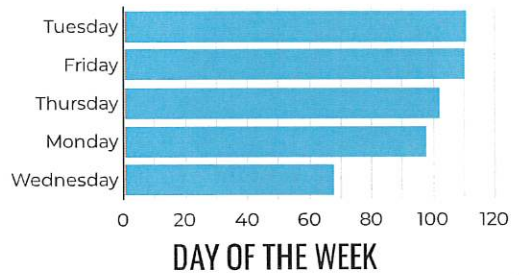
LEARNING WALKS BY THE NUMBERS

489

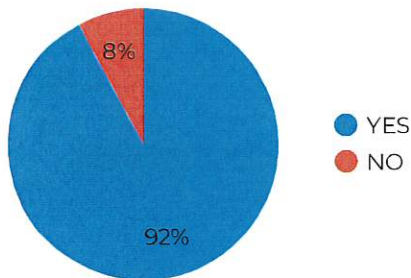
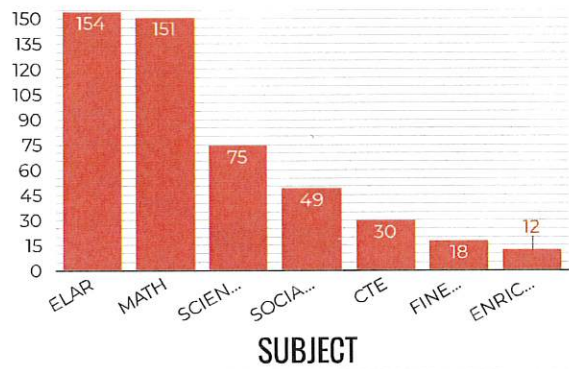
TOTAL LEARNING WALKS



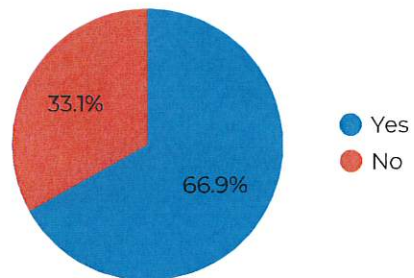
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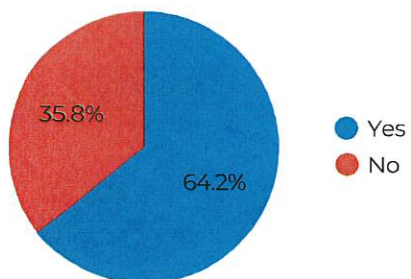
GRADE LEVEL



TWO OR MORE EFFECTIVE INSTRUCTIONAL STRATEGIES OBSERVED



EVIDENCE OF KINDNESS



EVIDENCE OF CONNECTING STUDENT LEARNING TO INTERESTS

CAMPUS ▾

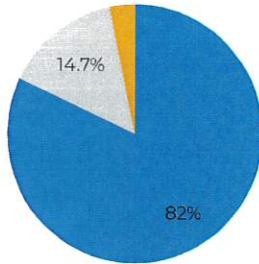
GRADE ▾

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DAY ▾

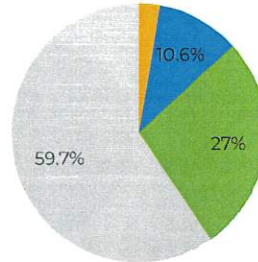
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INSTRUCTIONAL STRATEGIES



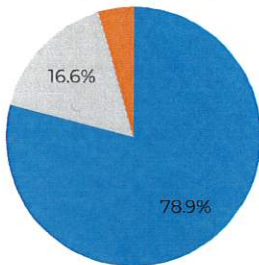
- Students can articulate what they are learning and why they are learning it.
- Not Asked/Not Interrupted
- Students could not articulate what/why they are learning.

CLEAR & COMPELLING STANDARDS



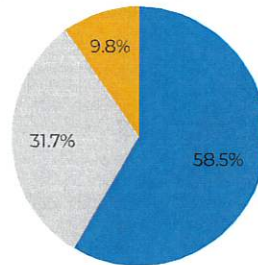
- Students were observed engaged in the process writing. (Typically RLA classrooms)
- Students were observed engaged in mid-stakes writing.
- Students were observed engaged in low-stakes writing.
- Not Observed

WRITING TO LEARN



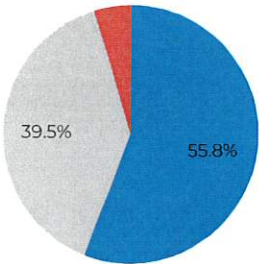
- Instruction is intentionally linked to prior knowledge/skills to new concepts and increasingly difficult tasks.
- Not Observed
- Opportunities to connect to prior knowledge to increase present levels of understanding were missed.

SCAFFOLDING



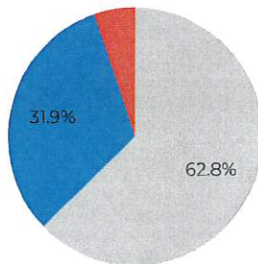
- Teachers create opportunities for students to investigate and analyze their thinking, as well as the thinking of their peers/ authors they read.
- Not observed
- The level of questioning did not lead to higher order thinking.

EFFECTIVE QUESTIONING



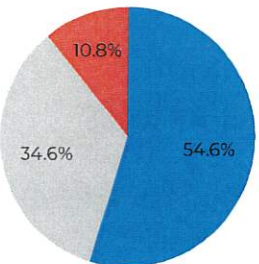
- Yes- Teacher serves as facilitator as students engage in meaningful conversations about their learning.
- Not Observed
- No- Students were not engaged in meaningful conversations about their learning.

CLASSROOM TALK



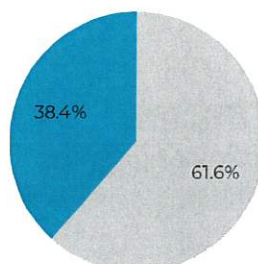
- Not observed
- Students are involved in collaborative group work with each person accountable for a specific role or task.
- Students are working together, but their work lacks purposefulness and intentionality.

COLLABORATIVE GROUP WORK



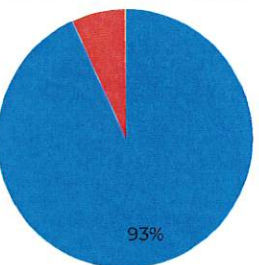
- Teacher challenges deeper understanding to help students construct meaning and reflect on their learning. (What worked well? What needs to be improved?)
- Not observed
- Students-students self-reflect on their own work to attain goals

FEEDBACK



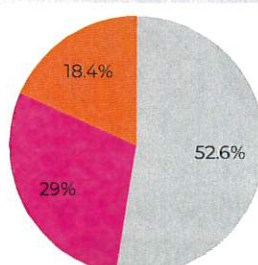
- Not observed
- Teacher or para utilizes small group instruction.

SMALL GROUP INSTRUCTION



- Yes
- No

HIGH QUALITY INSTRUCTIONAL MATERIALS



- Not Observed
- Yes - Technology is being used to enhance students learning experience.
- No - Technology is being used, but not beyond a level of substitution.

TECHNOLOGY