



## SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

### Agenda Item Summary

Meeting Date: August 18, 2021

Agenda Section: Presentation/Report

Agenda Item Title: Academic Health Report

From: Theresa Servellon, Chief Academic Officer

Additional Presenters if Applicable:

Description: The Academic Health Report discusses academic initiatives which is essential reporting to assist trustees with academic progress monitoring.

Historical Data: This is a continuing report initiated at the August 2020 budget workshop; the report is presented by the Division of Academics.

Recommendation: N/A

Funding Budget Code and Amount: N/A

# ACADEMIC HEALTH REPORT



August 18th, 2021

# Magnet Elementary School Academies (MESA)





## Themes of Learning: The First Weeks

**ELAR**  
**Identity**

Exploring print, language,  
and literacy all around us.

Understanding numeracy,  
number operations, and  
foundations of numbers.

**Math**  
**Numbers**

**Science**  
**Properties**

Investigating  
properties of matter,  
objects, and energy.

Building communities at  
the local, state, national,  
and global levels.

**Social**  
**Studies**  
**Community**

**Grades 1 - 4**



# MESA Primary Core Curriculum Resources

	<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>Social Studies</b>
1	Math Investigations	HMH	Stemscopes	McGraw Hill
2	Math Investigations	HMH	Stemscopes	McGraw Hill
3	Math Investigations	HMH	Stemscopes	McGraw Hill
4	Envision Math-in-Practice Engaging Math	HMH	Stemscopes	McGraw Hill

## D.E.A.R. Cycle (Optimized for Mini-PBLs)

Discover	Explore	Apply	Reflect
<ul style="list-style-type: none"><li>● <b>“Framing the Lesson”</b></li><li>● <b>“Working in the Power Zone”</b></li><li>● Lesson Lead-in</li><li>● Introductory Questioning</li><li>● Direct teaching</li><li>● Reading Passage (whole group read-aloud)</li><li>● Guided Instruction</li></ul>	<ul style="list-style-type: none"><li>● <b>“Working in the Power Zone”</b></li><li>● <b>“Write Critically”</b></li><li>● Activities</li><li>● Self-Guided Learning</li><li>● Silent Reading</li><li>● Rotation Stations</li></ul>	<ul style="list-style-type: none"><li>● <b>“Frequent, Small Group, Purposeful Talk”</b></li><li>● <b>“Recognize and Reinforce”</b></li><li>● Depth and Complexity Questioning</li><li>● Explanation and Justification</li></ul>	<ul style="list-style-type: none"><li>● <b>“Writing Critically”</b></li><li>● Journal Entry</li><li>● Exit Ticket</li><li>● Partner Conversation and Joint Writing</li></ul>

# Building an Instructional Framework



Learning environment



Curriculum



Instruction



Data

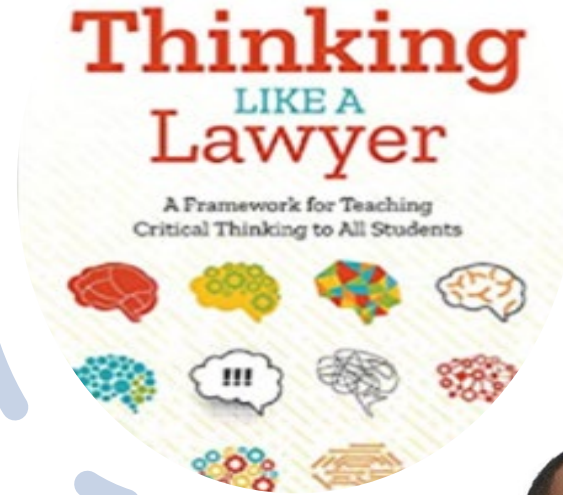
Support for Parents

# Colin Seale

## *Thinking Like a Lawyer*

Colin Seale was born and raised in Brooklyn, NY, where struggles in his upbringing gave birth to his passion for educational equity. Tracked early into gifted and talented programs, Colin was afforded opportunities his neighborhood peers were not.

Using lessons from his experience as a math teacher, later as an attorney, and now as a keynote speaker, contributor to *Forbes*, *The 74*, and *Education Post* and author of *Thinking Like a Lawyer: A Framework for Teaching Critical Thinking to All Students* (Prufrock Press, 2020), Colin founded thinkLaw, a multi-award-winning organization to help educators leverage inquiry-based instructional strategies to close the critical thinking gap and ensure they teach and REACH all students, regardless of race, zip code or what side of the poverty line they are born into. When he's not serving as the world's most fervent critical thinking advocate, Colin proudly serves as the world's greatest entertainer to his two young children.





# TCLAS

Texas COVID Learning  
Acceleration Supports





# FIVE STRATEGIES OF SUPPORT



## Accelerated Learning Strategies

### Strategic Planning



**Strategic planning and performance management** to prioritize, launch, and continuously improve learning acceleration strategies

### Instructional Materials



**Rigorous, high-quality instructional materials** designed to make up ground and master grade level TEKS

### Teacher Pipelines



**Talent pipelines that support teachers** to deliver excellence in the classroom, getting more than 1 year of growth in 1 year of time

### More Time



**More time** for the students most in need, including expanding instructional time in the summer and targeted **tutoring**

### Innovative School Models



**Innovative school models** to incorporate all aspects of the learning acceleration framework



# TEN AVAILABLE DECISION POINTS



## Accelerated Learning Strategies

Strategic Planning

Instructional  
Materials

Teacher Pipelines

More Time

Innovative School  
Models

Decision 1: LEA  
Accelerated Learning  
Strategic Planning

Decision 2: HQIM Core  
Approved Products

Decision 4: Teacher  
recruitment support

Decision 6: Tutoring  
Supports

Decision 9: P-TECH

Choice by Subject/Grade Level

Decision 5: Residency  
Program Support

Decision 7: School  
Day/Calendar Redesign

Decision 10: New School  
Models

Decision 3: HQIM  
Supplemental Approved  
Products

Various Types of Products

Decision 8: Strong  
Summer Program



**July 19th**

TCLAS Application Opens

**August 20th**

TCLAS Application Closes

**September 10th**

Preliminary Award Distribution

**2021/2022**

**2022/2023**

**2023/2024**

Window of TCLAS  
grant supports

# #2

## High Quality Instructional Materials Core Products

Resources, Stipends, and Coaches





## HIGH QUALITY INSTRUCTIONAL MATERIALS



- In kind services or funding for resources from a curated list
  - ▶ Up to \$1.4m available for each of the next three years
  - ▶ \$1k min. stipend to each teacher for PD and data training
- Physical and print materials to support selected resources
  - ▶ Up to \$1m for each of the next three years
- \$125k per literacy and math instructional coach to support selected resources (30:1 ratio allowed)

# #5

## Residency Program Support

Creating a Strong Teacher Pipeline





## PAID TEACHER RESIDENCIES



- \$20K per teacher in partnership with A&M San Antonio
  - ▷ Up to 10 teachers in 21/22
  - ▷ Up to 15 teachers in 22/23
  - ▷ Up to 20 teachers in 23/24
- Up to \$50K per campus for strategic staffing design
  - ▷ Available in 22/23 and 23/24



# #10

## New School Models

Whole School Planning and Supports





# NEW SCHOOL MODELS



## School Redesign

- \$250 K for Year-1 Planning
- \$500 K for years 2 and 3
- Blended Learning Model
- Allows for innovative design such as “Twilight Campus”
- Current Leader on Campus follows TEA guidelines and framework

## New School

- \$250 K for Year-1 Planning
- \$1 Million for years 2 and 3
- New School Leader at Administrative
- Provided TEA suggested framework
- Grades must be phased in gradually
- A-B Campus within two year time



# NEW SCHOOL MODELS

1

## Redesign West Campus

Redesign West Campus to allow blended learning to occur as construction continues and allow integration of Twilight school as campus population and needs grow

2

## Create Computer Engineering, Design and Information Systems School

Will feed directly into West Campus, to help grow P-Tech and other CTE programs. Can specialize in A/V, Info Systems, Program Design, Production, App Creating, Computer Engineering and PLTW

School to be housed at Shepard in addition to Arts Program



## TCLAS SUPPORTS SUMMARY

Decision Point	Year 1 (21/22)	Year 2 (22/23)	Year 3 (23/24)
#2 High Quality Materials	1.4M+1M+500K (4 coaches)	1.4M+1M+500K (4 coaches)	1.4M+1M+500K (4 coaches)
#5 Residency Programs	200K (10 teachers)	300K+400K (15 teachers, 8 camp)	400K+500K (20 teachers, 10 camp)
#10 New School Models	500K (2 campuses)	1.5M (2 campuses)	1.5M (2 campuses)
Max Supports	\$3,600,000	\$5,100,000	\$5,300,000

**\$14,000,000 in potential TCLAS supports!**

# INNOVATIVE COURSES





## 2021-2022 INNOVATIVE COURSES



- College Transitions
- General Employability Skills (8th Grade)
- Internetworking Technologies I/II
- Introduction to Engineering Design
- Introduction to Pharmacy Science
- Logic I/II
- Pharmacy I
- Student Leadership

# ■ General Employability Skills

## Course Description:

This course is designed to guide students in obtaining the knowledge and the needed employability skills that are transferable among a variety of jobs and careers and are considered essential in any employment situation. Students will learn and apply basic knowledge of what is expected in the workplace.

## Grade:

All 8th Grade students attending South San ISD

## Credit:

High School Credit

## Program of Study:

Will be used as an elective course for high school

# Remote Conferencing Program





South San Antonio ISD is committed to the safety of its students and personnel. The Remote Conferencing Program will provide opportunities for students to continue instruction through remote conferencing at home (20 days maximum) if certain conditions are met.



## Remote Conferencing Program



# Eligibility



In accordance with guidance from the Texas Education Agency, students are eligible to receive remote conferencing services under the following conditions:

- A student is unable to attend school because of a temporary medical condition;
- The total amount of remote conferencing does not exceed 20 days per school year.

In addition, **at least one of the following requirements must be met**

- The student's medical condition must be documented by a physician licensed to practice medicine in the United States;
- The student has a positive test result for a communicable condition listed in [25 TAC §97.7](#);
- The student has been identified as having been in close contact with COVID19.



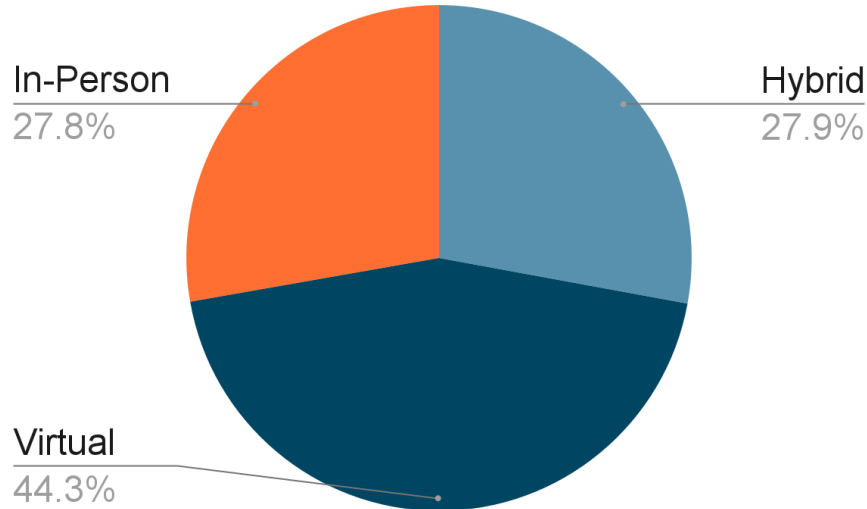
# REMOTE CONFERENCING SURVEY



If offered during the 2021/2022 school year, which learning mode would you prefer for your child(ren)?

- 741 virtual
- 466 hybrid
- 464 in-person

1,671 responses



# South San Antonio ISD

## Remote Conferencing Program



**2021 - 2022**

### Action Steps:

- Collaborated with campus and district leadership to create a Remote Conferencing Guide.
- Created survey to provide South San ISD families the opportunity to express their views.
- Generated first-week plan to provide learning opportunities for students currently off-campus.
- Posted Remote Conferencing Teacher (Substitute) position with competitive pay options.
- Facilitated Facebook Live Session on August 16, 2021.

Launch



First Day of RCP Instruction





# THANK YOU!

Any questions?

Name

email

phone