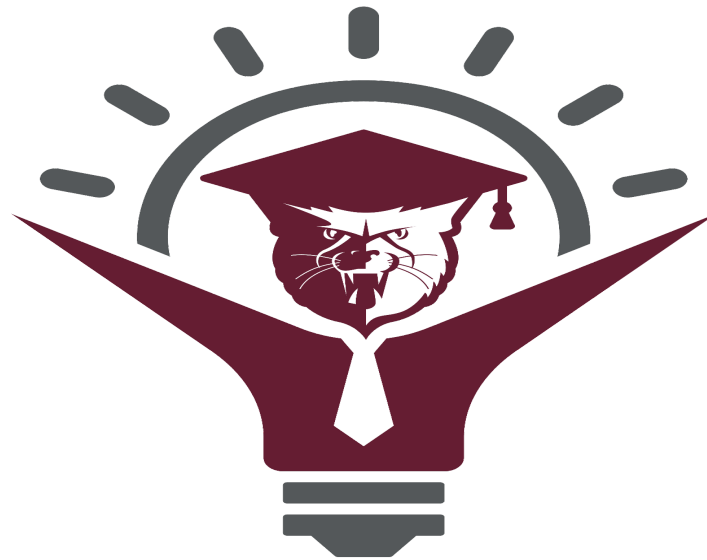SHERMAN ISD

Guide for Teaching and Learning

SHERMAN LEARNING IS
Innovative
Creative
Engaging

Sherman Independent School District
Department of Academics and Student Support

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DISTRICT VISION, MISSION, AND BELIEFS

District Vision Statement
A Community of Excellence; Everyone, Everywhere, Everyway

District Mission Statement
The mission of Sherman ISD, a diverse community of learners, is to equip our students to excel as citizens in an ever-changing world.

District Beliefs
- We believe education is the shared responsibility of students, staff, parents and the community.
- We believe developing the mind, heart, and spirit is vital for each student's success.
- We believe effective leadership inspires excellence.
- We believe quality instruction engages students.
- We believe well equipped and maintained facilities convey pride in the community.

PURPOSE OF THE GUIDE FOR TEACHING AND LEARNING

The Sherman ISD firmly believes in the continuous improvement cycle as a means for improving teaching and learning throughout the district. The Guide for Teaching and Learning is designed to support continuous improvement through internal consistency, quality assurances and clear and consistent best practices throughout the district. In addition, the systematic design of the guide allows for clear delineation of the design, delivery and evaluation of curriculum throughout the district. This strong directional focus helps to ensure that appropriate structures are in place to ensure a quality education for all students through well-thought and purposeful planning.

The purpose of the Sherman Independent School District Guide for Teaching and Learning is to provide a framework for the development, implementation and articulation of the district's written, taught and tested curriculum. Within the guide are the necessary structures and procedures to ensure quality of the three types of curriculum, as well as to ensure consistency to meet the mission and goals of the district.

Another component of the guide is to provide a comprehensive overview from district leadership regarding curriculum, instruction, implementation, evaluation and revision. This makes the document invaluable to understand the district perspective on design, delivery, monitoring and evaluation of curriculum and instruction.

Finally, the Guide for Teaching and Learning will clarify specific expectations, practices, programs, and initiatives designed to improve curriculum, instruction, assessment, staff development, leadership, and student performance.

PHILOSOPHICAL FRAMEWORK FOR CURRICULUM DESIGN

The purpose of a school district is to educate all students to their highest potential through excellence in teaching and learning by providing a guaranteed and viable curriculum (Marzano, 2003). Sherman Independent School District is committed to the continuous improvement process of teaching, learning, and curriculum implementation for the benefit of students' academic and social abilities so that they may accomplish their goals and be active contributing members of society.

The SISD will continue to meet the needs of students by addressing the following teaching and learning objectives:

1. Following a curriculum that is aligned to the state standards (i.e., TEKS).
2. Planning and implementing engaging lessons that are aligned with the taught curriculum, and promoting active participation and critical thinking.
3. Assessing student progress according to the taught curriculum, analyzing data, informing instruction, and intervening on behalf of struggling students.
4. Developing systems that promote a safe and secure learning environment.

DEFINITION OF CURRICULUM

In the broadest sense, curriculum refers to a set of documents that are produced in some capacity with the purpose of defining the work of teachers and identifying the content to be taught to students and the methods to be used in the process (English, 2000). Oliva (2004) made the distinction that curriculum becomes what the students access at school under the direction of school personnel. These ideas point very clearly to the need for curricular alignment between the three types of curriculum: written curriculum, taught curriculum, and tested curriculum.

Learning and Teaching

Written

CURRICULUM

Taught   Tested
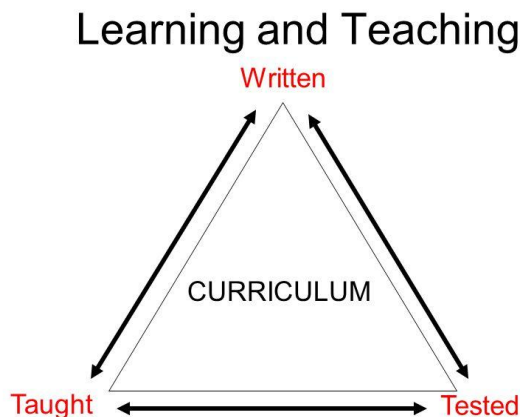
Written Curriculum
For Sherman ISD the written curriculum includes resources produced by TRS (*TEKS Resource System*) such as: the Vertical Alignment Documents (VADs), the Year at a Glance (YAGs) and the Instructional Focus Documents (IFDs). In addition, the District has additional curriculum documents for specific subject areas and grade levels such as elementary literacy and math. SISD also provides additional resources that align with the TRS resources to provide additional TEKS aligned activities and assessments. All of these resources are provided for teachers to ensure a full implementation of the curriculum.

Taught Curriculum
The taught curriculum refers to the instruction that is provided by the teacher. Instruction is the process in which teachers plan, organize and deliver curriculum content using instructional strategies for teaching the written curriculum. Instruction also includes embedded progress monitoring of students' learning. There is an expectation that teachers create standards aligned lesson plans with daily learning targets. Teachers are also expected to utilize daily progress monitoring and common formative assessments to measure student growth prior to summative assessments.

Tested Curriculum
The tested curriculum refers to both the locally developed and administered curriculum-based assessments, as well as the state and national assessments that are used to evaluate and measure student progress toward mastery of the written curriculum.

The connectivity between the written, taught and tested curriculum provides a clear road map to the teacher, student and principal. The level of depth to which these are intertwined adds value to the curriculum for both content and context. When all of these elements are combined, we are not only providing a guaranteed and viable curriculum, but engaged learning takes place and student achievement excels.

In addition, Sherman ISD recognizes the following to be the core essentials of curriculum:

1. Scope and sequence with vertical and horizontal alignment
2. TEKS aligned assessments
3. Lessons utilizing effective instructional frameworks and research-based instructional strategies
4. Data-driven analysis of student learning outcomes with effective re-teach plans
5. Technology integration to enhance learning
6. Collaborative communities (PLCs) that focus on the instruction that lead to specific learning outcomes

SHERMAN ISD CURRICULUM

The most powerful predictor of academic success is a guaranteed and viable curriculum (Marzano, 2003). No matter who teaches the course or subject, the defined standards are being covered in every class and the taught curriculum is covered in a timely manner prior to assessing. The TEKS Resource System (TRS) is the required curriculum for ELAR, Math, Science, and Social Studies in grades K-12 and should be used in conjunction with adopted curriculum resources.

SISD Curriculum Components:

- TRS Vertical Alignment Documents (VAD) = (SCOPE) These are articulated and aligned standards among grade levels using TEKS statements and Student Expectations. Each standard includes specificity for each student expectation so that the instruction and standards are truly aligned between and among grade levels.
- TRS Year at a Glance (YAG) = (SEQUENCE) These are maps and pacing guides for units of study that define the instructional year ensuring adequate time for the required content.
- TRS Instructional Focus Documents (IFD) = (The Bridge between Curriculum and Instruction) Standards are grouped from the YAGs and VADs into a logical sequence for instruction. A rationale to explain why the standards are bundled together, misconceptions, performance indicators, academic vocabulary, concepts and key understanding are also included within the document to help develop an understanding for the teacher.
- District Curriculum Maps = District Curriculum Maps are documents that include pacing, aligned district approved resources, instructional strategies, exemplars and vetted resources for units of instruction in core academic areas. These documents are to guide and support teachers with lesson planning to ensure students receive a guaranteed and viable curriculum.
- District approved curricular resources including written and digital texts, instructional support platforms, aligned consumable materials, and hands-on equipment
- Effective Instruction = Lessons should be rigorous (higher order), relevant (real world connection), and proven effective (research-based). Instruction should take place through whole group, small group, and with individual students as data indicates. Instruction must be engaging, hands-on, differentiated for the learner, and promote active participation and student discourse.

- Common Assessments = Assessments should be consistently administered, aligned to the taught curriculum, and rigorous enough to meet the STAAR standards. These assessments are referred to as Curriculum Based Assessments (CBA) and Common Formative Assessments (CFA).

Pre K Curriculum

The Sherman ISD Pre-K program follows the TEA Pre-K Guidelines using the Frog Street Curriculum in all early childhood classrooms. Circle Assessment will be used in Pre K for all students to evaluate pre-reading skills, listening comprehension, math abilities, and social emotional behaviors. Pre-K students will be tested at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY).

TEACHING AND LEARNING ROLES AND RESPONSIBILITIES

All district staff members are responsible for ensuring that all students learn the district's curriculum and demonstrate achievement at high levels. As a function of responsibilities, certain roles can be specified, although the responsibilities are not limited to these.

Chief Academic Officer-Amy Pesina:
The Department of Curriculum and Instruction is led by the Chief Academic Officer, who oversees the operation and coordination of the following:

Directors of Elementary and Secondary Education-Amy Porter-elem /Blake Hays-sec:
The Directors of Elementary and Secondary Education will:
- Supervise, coach, and support campus principals on instructional improvement initiatives;
- Assist in coaching and supporting Assistant Principals in instructional leadership;
- Supervise Instructional Coaches to support the implementation of district curriculum, effective teaching practices, exemplar lesson planning, and progress monitoring to maximize student engagement and ensure student growth;
- Work with Instructional Coaches and Digital Learning/Instructional Tech Specialists to develop collaborative instructional support teams to ensure a seamless technology integration to maximize student engagement and interactive learning;
- Oversee the development of curriculum and instruction systems and processes;
- Oversee the development of assessment and grading systems and practices;
- Oversee professional development systems for new teachers;
- Facilitate professional development opportunities on core curriculum and instruction;
- Support campus systems of targeted improvement;
- Ensure the implementation of Learning Management Systems

Director of Special Populations-Dr. Jill Schurr:
The Director of Special Populations will:
- Ensure that schools and the district follows all state and federal regulations relative to the identification, placement, and program development for special education students; evaluation and Dyslexia services; training and support for 504 compliance and programming;

- Provide system-wide leadership for assuring the development and implementation of effective and appropriate special education programs; 504; dyslexia; and general education behavior supports;
- Provide leadership and system representation in matters relating to due process procedural safeguards;
- Facilitate communication and mediation with parents and advocates regarding the delivery of programs under the special populations umbrella;
- Coordinate the development of information required by the transportation department in arranging specialized transportation;
- Supervise Related Service Providers.

Coordinator of 504, Dyslexia, and Interventions-Kerry Bedgood
The Coordinator of 504, Dyslexia, and Interventions will:
- Coordinate Section 504 including dyslexia services by providing leadership and oversight to campus and district staff on the design, revision and implementation of educational outcomes for students who are served through Section 504 of the Rehabilitation Act of 1973;
- Provided training and support for Dyslexia Therapists, special education teachers who deliver Dyslexia programs and 504 Coordinators;
- Supervise and coordinate home instruction for Homebound students;
- Assist campus 504 teams in writing 504 Plans that allow student access to the full range of educational and co-curricular opportunities that are available to all other eligible students in the district;
- Assist schools with processes and procedures for out of county/state transfer students with Section 504 plans, Manifestation Determination meetings, matriculation processes, and transportation accommodation requests;
- Assist Dyslexia Therapists, special education teachers who deliver Dyslexia programs, and campus administrators in planning services for students with Dyslexia.

Compliance Officer-Andrea Kennedy
The Compliance Officer will:
- Monitor the State Performance Plan indicators and work with the Director of Special Populations to address areas of need as appropriate with district leadership;
- Provide leadership for the Medicaid School Health and Related Services (SHARS) billing, reporting, and effectiveness of operations;
- Provide support for special populations document management programs eSped/Frontline and Embrace;
- Serve as district Child Find Coordinator;
- Monitor the admission, review, and dismissal (ARD) process district-wide;
- Supervise Diagnosticians and ARD Facilitators

Behavior and Specialized Programs Coordinator-Tracy Walls
The Behavior and Specialized Programs Coordinator will:
- Support centralized/specialized classrooms (BSC, SLC, FALS, ACEs) including entry/exit process, academic and behavior programs for specialized classroom, professional development for classroom staff;

- Collaborate with campus and district teams around the MRD, Threat Assessment, and discipline process for students in Special Education;
- District TED (transition) contract;
- Supervise the Behavior and Mental Health Team (Special Education Counselor, School Psychologists, and Special Education Behavior Specialists);
- Works with the general education Coordinator to oversee the behavior support/problem-solving process;
- Collaborate with campus Principals regarding implementation of behavioral services and supports, such as, classroom behavioral management, targeted behavioral intervention strategies, social and emotional curriculum, restorative practices, and material to meet the needs of students with at-risk behaviors and/or behavioral needs for special education students.

Coordinator of Behavior Interventions and Support-Megan Hilger
The Coordinator of Behavior Interventions and Support will:
- Coordinates CPI training
- Oversees entry and exit in the Bloom Classroom;231444
- Supports campus administrators with supervision of general education behavior specialists; provides training and support for general education behavior specialists;
- Collaborate with campus and district teams around the 504 MRDr for students with a behavior plan, Threat Assessment for general education students, and discipline process for students on a 504 plan;
- Collaborate with campus Principals regarding implementation of behavioral services and supports, such as, classroom behavioral management, targeted behavioral intervention strategies, social and emotional curriculum, restorative practices, and material to meet the needs of students with at-risk behaviors and/or behavioral needs for general education students.
- Manage and monitor general education students placed at the DAEP for repeat occurrences and implement intervention practices specifically for these students as well as work with general education behavior specialists to support successful reintegration/training planning.

Coordinator of Assessment and Special Programs-Susa for general ed Susan Miles:
The Coordinator of Assessment and Special Programs will:
- Coordinate major special program areas related to state & federal programs.
- Ensure compliance with all Title, state & federal mandates, and effectively monitor program personnel, funds and available resources to enhance instructional programs.
- Oversee assessment and accountability, textbooks, and district planning process.

Director of Bilingual Education and Language Services-Dr. Kelly Flowers:
The Director of Bilingual Education and Language Services will:
- Ensure that schools and the district follows all state and federal regulations relative to the identification, placement, and program development for English Learners;
- Provide system-wide leadership for assuring the development of effective sheltered instruction practices;

- Provide support and professional development for campus Language Proficiency Assessment Committees (LPAC);
- Provide leadership and support for the district bilingual program;
- Ensure that schools and the district follows all state and federal regulations relative to the identification, placement, and needs of migrant students
- Oversee Title III activities, funds, and requirements.

Director of Instructional Technology-Dr. Mignon Plyler:
The Director of Instructional Technology will:
- Equip teachers with hardware, software, and skills to transform traditional classrooms into digital age classrooms
- Support Learning Management Systems (Canvas) and online assessment platforms;
- Support online digital resources, including textbooks, software, and digital curriculum, instruction, and assessment support system;
- Work with Instructional Coaches and Digital Learning/Instructional Tech Specialists to develop interactive, exemplar lessons that integrate technology to maximize student engagement and learning;
- Ensure students have opportunities to use digital tools, in a blended learning environment, to solve real world problems;
- Support the implementation of the Technology Application TEKS in all areas of the curriculum;
- Provide training on the district Acceptable Use Policy and Internet Safety.

Campus Principal
Campus Principals are essential to the success of the instructional program in Sherman ISD. The Campus Principal will:
- Act as an Instructional Leader by doing the following:
    1. Communicate to campus instructional staff the district and campus expectations for planning, instruction, and assessment. This includes expectations for participation in data driven PLCs and planning for academic intervention;
    2. Establish and Utilize Data Driven Instructional Improvement Systems. This includes regular supervision of and analysis of the effectiveness of each PLC;
    3. Ensure there is a campus based system of professional development that requires teachers to learn the curriculum standards for their subjects/courses;
    4. Ensure there is a campus based system of professional development that requires teachers to demonstrate the ability to effectively plan for and deliver instruction and assess student learning.
- Plan and lead monthly (or more if needed) Instructional Leadership Team meetings that analyze planning, instructional, and learning outcome data as used in PLCs; and focus on improving the instructional leadership practices of Lead Teachers;
- Monitor the instructional leadership effectiveness of Assistant Principals through grade level and/or departmental data analysis and individualized coaching and supervision;
- Work with the campus Instructional Leadership Team and Site Based School Improvement Team to monitor and update the Campus Improvement Plan to support effective curriculum management and instructional delivery;
- Work closely the district level directors to analyze impacts of the campus instructional leadership actions;

- Facilitate and participate in professional development regarding instructional leadership and learning.
- Conduct weekly classroom walkthroughs to gather data on the quality of instruction. This data should be used to identify areas of strengths and weaknesses so that resources and support can be allocated accordingly. *Administrative calendar has number required*
- Utilize the T-TESS system to evaluate and grow teachers.

Campus Associate / Assistant Principal - if position is in place on a campus

Instructional Leadership is developed through the actions of Assistant Principals.
Assistant Principals will:
- Monitor the delivery of curriculum through the following basic strategies:
  o Review of individual teacher lesson plans for alignment to district and campus planning standards
  o Walk-through classroom observations (done weekly- both formal and informal)
  o Formal classroom observations
  o PLC monitoring to ensure a data driven collaborative process is in place to target instructional actions and improvements
- Provide feedback and coach individual Lead Teachers on PLC management, teacher leadership, and collaborative problem solving;
- Work with teams outside the PLC to review and interpret assessment data, set goals, and plan for continuous improvement of student achievement.
- Utilize the T-TESS system to evaluate and grow teachers. Weekly walkthroughs and focus areas will be utilized.

Instructional Coach

The Instructional Coach will work as a colleague with classroom teachers to support student learning under the direction and leadership of the assigned campus principals. The Instructional Coach will focus on individual and group coaching and professional development that will expand and refine the understanding of researched-based effective instruction. In order to meet this purpose, the Instructional Coach will work closely with the campus administrative teams to provide direct personalized support that is based on goals (T-TESS) and identified needs of individual teachers. Instructional Coaches will focus on high leverage actions identified in the SISD Instructional Coach Manual and through campus improvement planning.

The Instructional Coach will assist with the implementation of best practices through individual teacher coaching cycles, modeling/demonstration of lessons (in classrooms and PLC meetings), informal observation of teachers with reflective sessions following observations, and the organization and delivery of professional development activities based on data. The Instructional Coach will analyze individual student data to assist in campus decision making and provide just-in-time direct assistance and/or modeling to ensure student success.

Instructional Coaches will:
- Research and provide content knowledge and resources to staff about the instructional core content areas – including:
  o effective teaching strategies;
  o daily progress monitoring and regular assessment of student skills;

- interpretation of assessment results;
- modeling best practices;
- facilitate teacher self- reflection

● Research and provide information and guidance regarding a range of effective and innovative instruction through various activities such as but not limited to:
- grade level team planning assistance;
- individual coaching cycles;
- demonstration lessons with pre- and post-discussion/analysis;
- lesson/unit planning and development;
- professional development programs;
- informal observation and feedback
- action research groups

● Work collaboratively with Directors, other IC's, and teacher leaders in the development and/or use of instructional support, curriculum, and assessment resources such as:
- District Curriculum Maps
- pacing guides
- instructional frameworks
- common assessments
- Digital platforms / learning management systems (e.g. Canvas, Eduphoria, etc.)
- District Professional Development

Digital Learning/Instructional Tech Specialist
Digital Learning/Instructional Tech Specialists will:
● Design, develop, and present effective campus and district level staff development on the use of technology-based instructional strategies in the classroom. Assess participant acquisition of skills using a variety of evaluation procedures and conduct follow-up training based on results. Foster increased comfort level and self confidence in staff when using technology for teaching and learning;
● Assist in planning and support to ensure the effective use of technology in teaching and learning;
● Design individual instructional modules, instructional materials, and training aides that incorporate the use of technology into the existing curriculum;
● Assist principal(s) and campus committees in planning technology training, implementing technology plans, and selecting instructional equipment and software.

Dyslexia Teachers, ESL Teachers, Reading Specialists, GT Teachers
Dyslexia, ESL, Reading Specialists, and GT Teachers will:
● Implement an instructional skill development program for assigned students and show written evidence of preparation as required;
● Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned;
● Work cooperatively with classroom teachers to modify regular curricula as needed;
● Keep appropriate records of intervention and progress to share with administrators, parents, the RtI committee.

Instructional Lead Teacher

Lead Teacher will:
- Follow and lead teams using the District Curriculum Maps.
- Manage the Professional Learning Community (PLC) process including writing the agendas, maintaining the norms, focusing and maintaining the meeting process (including notes and minutes), ensuring decisions are collaborative AND data driven, requiring all team members to commit to targeted action steps, and communicating PLC records with administration;
- Communicate consistently with the Campus Instructional Coach to support curricular and/or instructional needs of the team and its individual members;
- Work closely with the administrator assigned to the team or department in order to ensure the efficacy of the PLC process;
- Support all new teachers on the team through modeling, encouragement for professional development, and setting expectations of collaborative support from other team members;
- Be an exemplar of excellent professional practice including quality lesson planning, effective classroom management, reflective instructional practice, consistent data analysis, positive communication, and maintaining a mindset of continuous improvement;
- Follow all procedures and documentation requirements for the team or department related to the purchase and use of instructional materials and curriculum resources.

Department / Grade Level Chairperson: (if not the Lead Teacher)

Department / Grade Level Chair Teacher will:
- Ensure all teachers in their department have access to the needed supplies and materials for all parts of professional practice;
- Manage the budget of the department, including the request for all supplies and materials;
- Communicate consistently with the Campus Principal and/or Assistant Principal to inform them of the needs and or issues of the grade level and/or department team and its individual members;
- Communicate consistently and effectively with the grade level and/or department team, through regularly scheduled meetings, about any issues or changes that affect professional practice;
- Support all new teachers on the grade level or department team through mentoring, modeling, encouragement for professional development, and setting expectations of collaborative support from other team members;
- Be an exemplar of excellent professional practice including good time management, effective communication, and positive collaboration;
- Follow all procedures and documentation requirements for the grade level or department related to professional documentation and reporting, purchase and use supplies and materials, face to face and digital communication, and campus support.

Teacher

Teacher will:

- Use the District Curriculum Resources to plan lessons to deliver curriculum through a variety of instructional strategies that are researched based, aligned with state standards and district adopted resources, utilize current technologies, and target the needs of individual students;
- Aggressively monitor student learning and utilize a variety of assessment strategies;
- Use multiple data sources to drive instructional decisions;
- Involve students in the assessment process, ensuring students are monitoring their own learning;
- Plan for and conduct Tier 1 (in classroom) and Tier 2 (separate classroom) Interventions;
- Conduct before school, lunch, or after school tutorials on an administratively approved schedule, if learning outcome data indicates a need for additional support
- Involve parents in the learning process through regular and clear communication (webpage, email, technology apps, social media, phone calls, and face to face);
- Participate in district, campus and personal professional development; and
- Reflect on professional practice through data analysis and self analysis of instruction, in order to be a full participant in the PLC process.

SYSTEMIC APPROACH TO TEACHING AND LEARNING AT EACH LEVEL

Secondary (6th-12th)

Campus & District Systems	Classroom Systems
Students receive instruction in content specific classrooms (English, Math, Science, Social Studies) that range from 50-60 minutes (traditional, 90 minutes (block), or a combination of both (Flex block).	Small Group Instruction is integrated into all core academic classrooms to target individual student needs and learning gaps.
Teachers are assigned to each core content area, Fine Arts, CTE or other role that holds the appropriate certification.	Bell ringers (entry activities) and Exit slips are used in core academic classrooms to create academic focus and checks for understanding.
All teachers are trained in using lesson planning templates and district approved curriculum resources.	Data driven instruction ensures re-teaching of content and/or skills not mastered after initial instruction.
Teacher Leaders are trained in PLC process and data driven instructional planning.	Regular use of technology support systems is required in all core academic classrooms (e.g. interactive panels, blended learning activities).
Administrators are assigned to specific departments, content areas, and or grade levels for supervision and support. This includes lesson planning monitoring and instructional monitoring (walkthroughs and observations).	Student selected reading materials are used in ELAR and classrooms to improve engagement.
All teachers receive initial (new teacher) training in classroom management and lesson planning, followed by content area instructional support through campus level Instructional Coaches.	Classroom teachers are required to identify the lesson learning target based on the standard (TEKS) being taught so students know what they are supposed to be learning.
Administration of a universal screener in reading and math is given three times per year for all students to identify gaps and collect data on progress.	Classroom instruction provides regular opportunities for students to read, write, type and interact with peers as part of the lesson cycle.
Core academic teachers are trained in specific instructional strategies to address specific learning needs. Training is done internally (instructional coach and peer training) and externally (ESC Region 10).	Classroom teachers are given the autonomy to address individual learning gaps through Tier 1 instruction and interventions, and monitor progress through district level and classroom level assessments.
All ELA and Reading teachers are required to earn an ESL supplemental certificate and receive training in ELL differentiation strategies.	Classroom teachers voluntarily attend regular campus based PD that focuses on various topics (i.e. management strategies, aggressive monitoring, assessment).
Lead teachers and administrators are coached by the Director of Secondary Education in facilitating data driven instruction and monitoring instructional improvement.	Struggling students can access tutorials for most classes at all levels (general ed, AA, Dual Credit, AP).
Administrators, Instructional Coaches, and Lead Teachers are trained in using current coaching models to target specific improvements for classroom teachers.	SISD classrooms utilize digital platforms or LMSs such as the Canvas platform to enhance instruction through a blended learning framework.
Lesson plans are put in Individual and Team planners in Eduphoria.	Special education students are supported in general education classrooms through an inclusion or co-teach model (depending on the classroom and/or campus).

Elementary (K-5th)

Campus & District Systems	Classroom Systems
Students receive instruction in the following content areas: English language arts, reading, math, science and social studies. Instructional blocks that range in time according to grade level and content area.	Small Group Instruction is integrated into all core academic classrooms to target individual student needs and learning gaps.
All K-3 RLA teachers must complete Reading Academy training.	Bell ringers (entry activities) and Exit slips are used in core academic classrooms to create academic focus and checks for understanding.
All teachers are trained in using lesson planning templates and curriculum resources.	Data driven instruction ensures re-teaching of content and/or skills not mastered after initial instruction.
Teacher Leaders are trained in PLC process and data driven instructional planning.	Regular use of technology support systems is required in all core academic classrooms (e.g. interactive panels, blended learning activities).
Administrators are assigned to specific departments, content areas, and or grade levels for supervision and support. This includes lesson planning monitoring and instructional monitoring (walkthroughs and observations).	Student selected reading materials are used in RLA and classrooms to improve engagement.
All teachers receive initial (new teacher) training in classroom management and lesson planning, followed by content area instructional support through campus level Instructional Coaches.	Classroom teachers are required to identify the lesson learning target based on the standard (TEKS) being taught so students know what they are supposed to be learning.
Administration of a universal screener in reading (K-5 iReady Reading & Math is given three times per year for all students to identify gaps and collect data on progress.	Classroom instruction provides regular opportunities for students to read, write, and interact with peers as part of the lesson cycle.
Core academic teachers are trained in specific instructional strategies to address specific learning needs. Training is done internally (instructional coach and peer training) and externally (ESC Region 10).	Classroom teachers are given the autonomy to address individual learning gaps through Tier 1 instruction and interventions, and monitor progress through district and classroom level assessments.
All ELA and Reading teachers are required to earn an ESL supplemental certificate and receive training in ELL differentiation strategies.	Classroom teachers attend campuses based PD that focuses on various topics (i.e. management strategies, aggressive monitoring, assessment.
Lead teachers and administrators are coached by the Director of Elementary Education in facilitating data driven instruction and monitoring instructional improvement.	Struggling students can access tutorials for most classes at all levels.
Administrators, Instructional Coaches, and Lead Teachers are trained in using a coaching model to target specific improvements for classroom teachers.	Some classrooms utilize the Canvas platform to enhance instruction through a blended learning framework.
Lesson plans are put in Individual and Team planners in Eduphoria.	Special education students are supported in general education classrooms through an inclusion or co-teach model (depending on the classroom and/or campus).

EFFECTIVE INSTRUCTION: WHAT DOES GOOD TEACHING LOOK LIKE?

For teachers, the four best practices include (1) Effective Planning (2) High-quality instruction (3) Safe and secure learning environment (4) Engaging in professional practices and responsibilities. The teacher is meant to facilitate the instruction for all students in the classroom in order to help them achieve success. The reality is that we are preparing students to be ready to survive in a new global and competitive environment. In order to do that, students will need to demonstrate creativity, interdisciplinary problem solving abilities, self-discipline and regulation, a continued passion for learning and the opportunity for ongoing experiences. Students will develop all of these through instructional best practices that are grounded in research.

SISD Curriculum Information and Resources
Educators should access the link below to get the most recent vetted and approved curriculum documents. This includes approved lesson plan templates, instructional frameworks, instructional resources, and assessment instruments.
PRE-K - 12:
Curriculum and Instruction Documents

RLA Frameworks	K-2 3-5
Math Framework	K-5
Science Framework	K-5

T-TESS
Effective Planning
The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners.
The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
High-Quality Instruction
The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.
The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.
The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
Learning Environment
The teacher organizes a safe, accessible and efficient classroom.
The teacher establishes, communicates and maintains clear expectations for student behavior.
The teacher leads a mutually respectful and collaborative class of actively engaged learners.
Professional Practices and Responsibilities
The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.
The teacher reflects on his/her practice through goal setting/attainment, professional development and student performance.
The teacher enhances the professional community- grade level, subject level, or district teams.
The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

EFFECTIVE INSTRUCTION: INTERVENTIONS AND ACCOMMODATIONS

Students in all classrooms do not automatically learn at the same rate or to the same level. In order to meet the learning needs of all students, teachers must plan for instructional actions that target the individual learners in their classrooms. Teachers in SISD are expected to plan for Tier 1 interventions to be done in the classroom. This includes but is not limited to small group interventions addressing a skill or concept gap, individual station work designed to support specific skill development, and 1 on 1 conferencing and assessment.

In addition to Tier 1 instruction, some students will need support through additional interventions that occur in a separate setting referred to as Tier 2. The location and times for these interventions may vary by student and by campus. The expectation for teachers doing Tier 2 intervention is to plan for and implement specific instruction targeting specific learning gaps of individual students. Teachers must use district and state approved resources including any digital learning platforms such as *i-Ready, Amplify, and Zearn*. Teachers are also expected to monitor the learning progress of students in intervention including the collection of learning outcome data.

**Accommodations for Intervention (As opposed to curriculum modifications):**
Some students at every level have been identified as having an identifiable disability and/or a physical or mental impairment that substantially limits a major life activity. Students needing accommodations typically fall under the protection of federal and state laws if they have been identified under special education/504. The expectations for teachers of these students is clear from the local, state, and federal level. Teachers MUST follow the accommodations as listed in a student's IEP or 504 Plan. Following these accommodations requires the following:
1. The teacher understanding the expectations of the IEP or 504 Plan and the required accommodations
2. The teacher planning for specific actions that target the students who have an IEP or 504 plan
3. The teacher implementing the planned for actions and following the district guidelines for documenting the implementation of any accommodations
4. A campus administrator monitoring the planning and implementation requirement

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MONITORING THE CURRICULUM

The following is a summary of minimum expectations related to monitoring and assessing classroom instruction:

Continuous Improvement Cycle
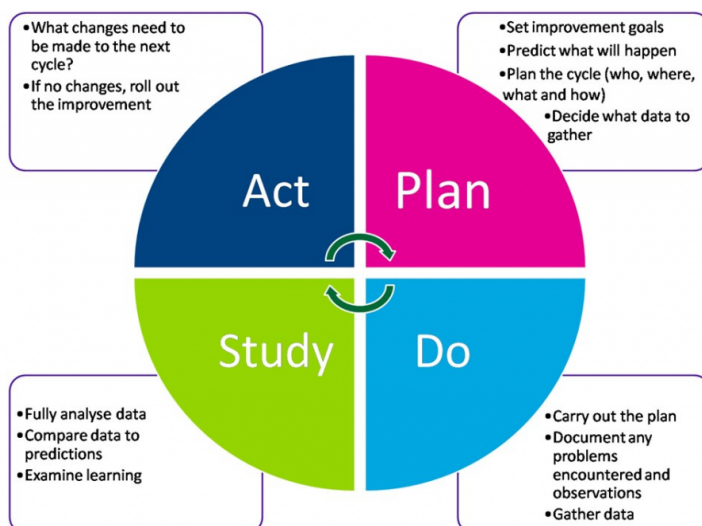
Data Analysis: State and National Assessments, Local Summative Assessments, Common Formative Assessments (formative), and Mock Assessments should be analyzed at the campus, program, and teacher level by objective and student.

Data Analysis continued:
In addition to weekly PLC meetings, data analysis meetings should be conducted after summative

assessments (CBAs) to identify needs, guide professional development, and create action steps for improvement. Annually, a comprehensive needs assessment will be conducted involving administrators, teachers, students and/or parents that provides information on instruction and student learning outcomes. This needs assessment should drive Campus Improvement Planning.

Walkthroughs: These should be completed by campus level administrators to check for consistency in curriculum implementation, instructional effectiveness and student engagement, and to ensure a safe and secure learning environment.

1). Campus administrators are expected to monitor weekly lesson plans and daily classroom instruction to ensure fidelity to the district and state curriculum and the approved curriculum resources using lesson plan and curriculum monitoring checklists approved by C & I. This expectation requires weekly classroom walkthroughs by administration

2). Campus administrators are expected to conduct T-TESS walkthroughs and formal evaluations to support teacher continuous growth and development.
T-TESS requirements include:
- Documenting walkthroughs and observations and uploading that data into a *district approved database such as Eduphoria*
- Completing weekly journal note entries for lesson planning, PLC's participation and positive feedback to collect evidence of meeting Domain areas
- Completing weekly walkthroughs on content/focus areas. Feedback is provided to move teachers forward in their craft
- Unless on a waiver for a observation piece only-all other areas are required, Teachers should have a BOY for Goal Setting, Pre/Observation/Post Conference, Mid-year Goal Check-in and EOY Summative with final Goal accomplishment review
- Minimum number of walkthroughs by the EOY is 10 per staff person

3). Campus administrators and Lead Teachers are expected to monitor campus wide and classroom routines and procedures with Bearcat Way through transitions, classroom disruptions, phone/earbud usage, restrooms, dress code, etc. heavily in the first 45 days of instruction, after long breaks, and occasionally throughout the rest of the year. It is recommended that administrators use a monthly tracker such as a *30-day playbook*.

District level C&I staff conduct walkthroughs and review documentation via Eduphoria and through principal coaching sessions. Quantity and quality of walkthroughs are monitored closely and discussed with administrators.

T-TESS: is implemented district wide to evaluate teachers and identify areas of refinement and reinforcement. T-TESS has 4 domains and 16 dimensions for consideration during walkthroughs or formal evaluations. Campus level administration should ensure adherence to the T-TESS calendar and guidelines.

Professional Learning Communities: Weekly common planning period, before, and/or after school meetings should be facilitated by Teacher Leaders with support from Principals, Assistant Principals, and/or Department Heads. The purpose of these meetings is to analyze data including student learning data, planning, and instructional strategy data; and create action steps to improve inputs (planning and instruction) and outputs (learning outcomes).

Lesson Planning: Lesson plans are expected to be completed and/or linked in Forethought according to the form and guidelines established by campus and district administration. Lesson plans must align to the success criteria established through the Effective Schools Framework to include objectives/learning target, opening/closing activities, pacing, instructional activities (with differentiation), formative assessment with an exemplar response, and targeted intervention and accommodation actions (504/IEP students). Lesson plans must be submitted on a weekly basis, and will be monitored by campus level administrators to ensure state standard alignment, appropriate implementation of curriculum, and effective instructional strategies.

MASTER SCHEDULE FOR ELEMENTARY CAMPUSES

Emphasizing appropriate allocation of time is essential in the early grades. For this reason, the SISD has established expectations on the allotment of time for the elementary schedule:

K-2 Instructional Minutes

Subject	Minutes
RLA	160
Math	90
Science	30
Social Studies	30
Intervention	30

3-5 Instructional Minutes

Subject	Minutes
RLA	90
Math	90
Science	60
Social Studies	30
Intervention	30

MASTER SCHEDULE FOR MIDDLE SCHOOL CAMPUSES

6th-8th
7 Period Day
Approximately 50 minutes per English, Math, Science, & Social Studies)
PE is a required elective for all 6th grade and either once in 7th or 8th
A scheduled intervention class may be required for students (Math Lab/Reading Lab)
The choice of electives increases with each year unless academic intervention is required
Advisory classes are scheduled as a required class for all students-either intervention or enrichment

MASTER SCHEDULE FOR HIGH SCHOOL CAMPUS

Modified Block schedule with A and B days
1st and 8th period meet daily for 55 minutes
2nd through 7th are Block scheduled (95 minute classes) and meet every other day
Students take classes based on individual graduation plans that meet the state's requirements

Note: Allocations of time do not supersede policy. All grade levels defer to policy when setting their master schedule. Secondary campuses adhere to a "traditional" master schedule.

ASSESSMENTS

Several types of assessments are administered to guide instruction and monitor student success. Each type of assessment provides data that are critical for specific purposes:

- Topic or Unit Assessments – Provide a measure of the curriculum just taught. These tests measure learning of the scope and sequence that guide coverage of student expectations at the depth and rigor necessary to meet the above goals. They provide feedback regarding the depth of the learning and indicate what needs to be re-taught in a different way. Topic and/or Unit Assessments data should be uploaded into Aware within 2 days of administration to be able to analyze and develop an on-time re-teach plan.
- Interim State Assessments – Provide a simulation of the state assessments. These assessments give students an opportunity to practice taking a state test under the same conditions as the actual test. Interim testing also provides data for teachers, but a shorter window to intervene in critical areas that will move students to the passing level.
- Measures of Literacy - (Benchmark Assessment System (BAS), Running Records, Writing samples, Circle) These assessments guide instructional practices on a daily basis, provide teachers with specific skill strengths and deficits to guide instruction and intervention. These measures of literacy will compare students of the same age/grade to help determine readiness for the next level, and identify students who need higher levels of intervention.
- Universal Screeners- (mCLASS K- BOY only), iReady, IXL) These assessments are nationally normed adaptive assessments that evaluate students compared to their same grade peers nationwide. Students are ranked by percentile and are evaluated a minimum

of three times per year- BOY, MOY, and EOY to determine on-grade level readiness and intervention needs. Data for the universal screeners will be analyzed at the student, teacher, grade, campus and district level for trends and needed action steps.

- TELPAS - Texas English Language Proficiency Assessment System.This is a combination of assessments designed for students who are identified as English Learners. This system assesses English Learners annually in listening, speaking, reading, and writing.

Guide for Assessments - The following are the minimum requirements. Individual campuses can go beyond these requirements with approval from the Department of Academics and Student Support.

Unit Assessments

- Grade Level/Department Teacher Teams (i.e., Professional Learning Communities - PLCs), in collaboration with Instructional Coaches, have the ability to make and/or modify Unit Assessments with approval from campus administration and district curriculum directors

Interim Assessments

- Interim assessments are based on STAAR released tests from the state in different forms at state tested grade levels

Measures of Literacy

- Kindergarten - Initial Kindergarten Screener - Concepts of Print & Letter Sounds & ID
    - BOY recorded in Eduphoria Aware for tracking

- mCLASS Reading
    - BOY assessment Kindergarten - for TEA Kindergarten Readiness
    - used to guide instruction and measure growth
    - may determine need for interventions in research-based programs

- Benchmark Assessment System (BAS) and Running Records
    - K - Start after the first 6 weeks
    - K - 5th grades for Tier 2 & Tier 3
    - Used to guide daily instruction and determine growth compared to grade equivalents and district expectations (on chart in Eduphoria)
    - Collected at the campus level
    - K - 5th Text levels are updated in Eduphoria Aware for tracking purposes at all campuses at the beginning of the year and for each 9-week period based on the Fountas and Pinnell running records levels

- Writing samples / Constructed responses
    - Kinder – 5th grades
        - Scored according to district approved assessment tool/rubric

- ■ Used to guide daily instruction and determine growth compared to state expectations
  - ○ 6th - 12th grade
    - ■ Samples from SISD Unit assessments (Constructed Responses) for analysis in PLCs
    - ■ Used to guide daily instruction and determine growth compared to state expectations

- ● CIRCLE- Pre-K and Head Start
  - ○ Collected BOY, MOY, and EOY
  - ○ Used to guide daily instruction and determine growth compared to state expectations

- ● Diagnostic assessments in iReady Reading
  - ○ K-10th grade
  - ○ Given at BOY, MOY, EOY during district determined windows
  - ○ Used to determine Tier 1, Tier 2, and Tier 3 needs
  - ○ Used to determine academic growth throughout the year

Measures of Numeracy

- ● iReady and IXL Math
  - o K-8th grade - iReady
  - o 9th-10th grade - IXL
  - o Given at BOY, MOY, EOY during district determined windows
  - o Used to determine Tier 1, Tier 2, and Tier 3 needs
  - o Used to determine academic growth throughout the year

GRADING GUIDELINES

Specifics related to elementary and secondary grading are in the district approved *Grading Guidelines* document. Teachers are required to follow the guidelines and ensure their grading practices meet the requirements of all state and local policies.
Grading Guidelines

Note: Grading is addressed in more detail in SISD policies EIA, EIC, and EIE, as well as the student handbook.
SISD Board Policy ; SISD Student Handbook

STAFF DEVELOPMENT

SISD's program for professional development is focused on continuous improvement of pedagogical strategies and is designed to provide teachers with the tools and knowledge needed to teach the written curriculum.

- The District will analyze comprehensive needs assessment surveys, relevant data, and additional information to establish staff development activities that support district initiatives, curriculum, best practices, and sound research.
- Principals should review the District Improvement Plan DIP as well as analyze all available data in assessing staff needs related to professional development. A plan should be created and implemented that meets staff needs and district initiatives.
- Campus based staff development must be approved by the campus administrative team and must align with the needs identified by the Campus Improvement Plan. All professional development must be assessed for alignment and budgetary limitations.
- Campus administrators should participate in staff development events and ensure that all participants are attentive, respectful of presenters, and prepared to implement with fidelity.
- Campus administrators should ensure the implementation of staff development through monitoring and providing support for staff in need of assistance.
- The SISD calendar will prioritize maximizing time for instruction. This means that staff development should be strategically planned to avoid, when possible, the need for teachers to be pulled from classroom instruction time. All effort should be made to avoid pulling classroom teachers on Mondays or Fridays.

STAFF RECOGNITION PROGRAM

In Sherman ISD, we value staff members and volunteers that exhibit the skill, work ethic, dedication, and performance to further our district mission:

The mission of Sherman ISD, a diverse community of learners, is to equip our students to excel as citizens in an ever-changing world.

It is clearly evident that the ***people*** within the organization make the difference. For this reason, it is important that we recognize excellence, dedication, and devotion to serving students in our community. To this end, SISD's recognition program honors and affirms exceptional employees, teachers, volunteers, and teams.

<u>**Nomination Process**</u>

<u>**Principals**</u>

1. Principals are encouraged to name campus teachers of the month from September to April. These Teachers of the month applications will be sent to the Department of Academics and Student Support by the 20th of each month.

2. Principals and Directors are encouraged to name one employee of the month for their campus each month, Applications should be sent to the Department of Academics and Student Support by the 20th of each month.

3. Each principal is expected to submit at least one team of the month application by September 30th and one by January 31st. This is a minimum of 2 teams of the month per year nominated from each campus.

Note: It is permissible to delegate the writing of nominations to another administrator, counselor, or instructional coach, but the nomination should be submitted under the principal's name.

Directors

- Directors may submit 1 Employee of the Month nomination by the 20th of each month beginning September 15th,

Descriptions of the Recognition Categories

SISD Employee Recognition Program

Though not all staff members work directly with students, it takes all employees working together with skill, dedication, passion, and care to accomplish our mission. To this end, leadership within the district seeks to recognize the skills, character, and accomplishments of quality employees.

The Sherman ISD Employee Recognition Program will identify one (non-teaching) employee from September through April of each calendar school year. An Employee of the Month candidate must be recommended by their immediate supervisor on the appropriate form provided.

Immediate supervisors are encouraged to identify exceptional employees through varied input and/or personal observations. The following questions should be answered for each Employee of the Month candidate:

1. How does the Employee of the Month candidate exemplify the skill, work ethic, or performance to further the SISD mission and benefit all SISD stakeholders?
2. Can you provide a timely example within the past month of how the employee exemplified skill, work ethic, or performance?
3. What type of leadership role has this employee assumed within the department?
4. What type of civic involvement is the employee involved in? (e.g., mentoring, coaching, or providing personal time to support other individuals and organizations in the community)

Employees of the Month will be honored at the monthly School Board meetings and by video.

Sherman ISD will select one "Employee of the Year" to be recognized during the end of the year Employee Awards Program. Those eligible for the final award will be the employees previously selected as an Employee of the Month. There will be 8 Employee of the Month candidates to

select from for an Employee of the Year award. The selection criteria will be similar to the criteria used to determine the Employee of the Month winners.

SISD Teacher Recognition Program

The Sherman ISD Teacher Recognition Program will identify one Elementary (Pre-K – 5) and one Secondary (6 – 12) "Teacher of the Month" from September through April of each calendar school year. A Teacher of the Month candidate must be recommended by their Principal or campus leadership team on the appropriate form provided. Campus principals or leadership teams identify exceptional teachers through varied input from campus stakeholders. The following criteria should be considered when selecting a teacher of the month:

1. (Quality Instruction and Pedagogy) Evidence of quality instructional strategies and pedagogy. Evidence of teaching a balanced curriculum, teaching an integrated curriculum, differentiating instruction to meet individual student needs and providing active learning opportunities for students to internalize learning (e.g., 5E model). Evidence of innovative and creative instructional tools that align with the SISD curriculum.
2. (Educational Leadership and Involvement) Sharing knowledge, expertise and training through presentations; active participation in Professional Learning Communities; committee involvement or team work; and sponsorship of students or professional organizations.
3. (Professional Development) Involved in professional development, applying training in the classroom, and sharing learning with colleagues.
4. (Civic Involvement) Mentoring, coaching, or providing personal time to support other individuals and organizations in the community.

Elementary and Secondary Teachers of the Month will be honored at the monthly School Board meetings and by video.

Sherman ISD will select one Elementary (Pre-K – 5) and one Secondary (6 – 12) "Teacher of the Year" (TOY) to be announced at the May Board meeting. Those eligible for the final award will be the teachers previously selected as an elementary or secondary Teacher of the Month (TOM). There will be 8 elementary and 8 secondary candidates who will be in the running for the elementary and secondary Teacher of the Year. A committee of current and former teachers of the year and district leaders will evaluate applications for the TOY nominees. Sherman ISD Teachers of the Year will be asked to complete the Region 10 TOY application and will be honored by Region 10.

Exceptional Teamwork Award

Teams of staff members are instrumental in helping redefine best practices and foster excellence in the Sherman ISD. The SISD encourages and recognizes teams that work together to accomplish a task resulting in advancing student performance, student support, and/or district operations. The district will solicit nominations and honor one team for the annual Exceptional Teamwork Award.

Substitute Teacher Award

In November and April, Sherman ISD will honor one of our substitute teachers. Principals are encouraged to honor a campus substitute by completing a recognition form.The district will select one of those campus honorees for district recognition. Substitute teachers are essential to the mission of SISD.

RECOGNITION OF POSITIVE BEHAVIOR- GREATNESS IN ACTION

Sherman ISD is partnering with local businesses for Greatness in Action, a district-wide rewards program that recognizes students who go above and beyond; demonstrating what it means to be GREAT. There are amazing students here in Sherman, and we and the community believe in our Bearcats. We will be recognizing exemplary students who engage in over-the-top acts of kindness, service, maturity, professionalism, character and success, just to name a few qualities of a great Sherman Bearcat.

Sherman ISD schools have implemented a research-based approach, referred to as Positive Behavioral Interventions and Supports (PBIS) that establishes the behavioral expectations and school culture needed for all students to achieve social, emotional, and academic success while minimizing behavioral distractions that impede learning. This approach mirrors the model used for teaching academics in that it includes using data and task analyses to determine behavioral and social needs at the school-wide, classroom, and student levels, teaching expected behaviors, routines, and social skills, and consistently using support systems that encourage and reinforce those expectations.

PBIS Goals include the following:

1. Increase academic achievement levels of all students by creating a positive, supportive social climate that is conducive for learning.
2. Increase consistent use and effect of research-based behavioral strategies including the following:
     - Establish school-wide behavioral expectations.
     - Teach all students behavioral expectations using a direct, explicit instruction.
     - Establish routines to guide students and increase instructional time.
     - Utilize a support system of coaching and reinforcing expectations and use of routines.
3. Increase data-based decision-making for behavior instruction and interventions.
4. Reduce use of reactive discipline measures (e.g., office discipline referrals, detentions, suspensions, expulsions) for all students.
5. Implement effective intervention plans for the academic success of students with the most comprehensive behavioral and emotional needs.
6. Increase capacity of general education settings to successfully educate students with disabilities and prevent academic and/or social failures of all students.
7. Increase capacity of schools to address over- and under-representation of students by ethnicity relative to discipline, disability status, and academic achievement.

All Sherman ISD schools will implement a PBIS program that relates to the unique characteristics of the campus in pursuit of the aforementioned goals.

PROFESSIONAL LEARNING COMMUNITIES

The core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. Educators who are building a professional learning community recognize that they must work together to achieve their collective purpose of learning for all. Therefore, they create structures to promote a collaborative culture. PLCs judge their effectiveness on the basis of results. (Richard DuFour, 2004). SISD expects all instructional staff to be active participants in a campus level Professional Learning Community that meets weekly. There will be periodic district level PLCs for subject area/team lead teachers. In SISD DDI (Data Driven Instruction and PLC's are used synonymously.

Effective PLCs will focus on the 4 Guiding Questions:
1. What do we want students to know and be able to do? (Curriculum, Know and Show, Unpack TEKS)
2. How will we know if they got it? (Assessments- data analysis, Aggressive Monitoring)
3. What will we do if they don't get it? (Intervention, Re-teach, Small group, Tutoring)
4. What will we do if they already have it? (Enrichment, Independent study)

Effective PLC's include the following core components:
- A data driven agenda that focuses all discussion on student learning outcomes and instructional planning and practices
- A consistent set of established norms that are reviewed and followed consistently to ensure active participation and preparation
- An analysis of current and relevant data resulting in action steps for instructional improvement
- Roles that involve all members in professional practices (minutes, time keeper, norms, etc.)

Summer Teacher Instructional Cadres

Summer cadres are represented by teachers from grade levels and content areas that are selected based on their expertise in the classroom. Summer cadres help to develop curriculum documents and build the teaching and learning framework in collaborative groups that are led by directors and instructional coaches. Teachers receive extra duty pay for their time commitment.

SPECIAL PROGRAMS

<u>ENGLISH LEARNER PROGRAMMING (BILINGUAL & ESL)</u>

Mission: To establish educational equity for all English Language Learners to ensure they reach their maximum potential academically, linguistically, and culturally by implementing research based instructional practices to develop their language acquisition as well as their academic achievement.

Bilingual Program Model: One-Way Dual Language Immersion Program

ESL Program Models: ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies. **ESL/pull-out** program model is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Bilingual Program Goals	ESL Program Goals
● Simultaneously develop language and academic knowledge in students' native language and English ● Development of bilingualism and biliteracy ● Foster cultural awareness and appreciation of our diverse community	● Develop language and academic knowledge as students acquire English language proficiency ● Target English language development to make grade level academic content accessible to English learners ● Foster cultural awareness and appreciation of our diverse community

Guiding Principles
● Provide purposefully designed instruction to ensure maximum academic growth of English learners. ● Develop a system to monitor English language acquisition and development. ● Build capacity of teachers serving English learners by providing specialized professional development focusing on students' linguistic and academic needs. ● Build a partnership with families to ensure they are engaged and supported. ● Monitor the development, implementation and efficacy of English learner instructional programming to ensure high student achievement. ● 100% of teaching staff who work directly with emergent bilingual students will obtain an ESL certification or bilingual endorsement.

GIFTED and TALENTED

The Texas State Plan for the Education of Gifted/Talented Students requires that gifted students have opportunities to work independently, with other classmates, and with other gifted students during the school day and through the entire school year.

Sherman ISD will assure an array of learning opportunities that are appropriate to the abilities of gifted and talented students that emphasize content in the four core academic areas (English language arts, mathematics, science and social studies).

Grades K-5 - These students are served through a GT pull-out program, Challenge/GT Program, delivered by GT trained teachers as well as through differentiated activities when appropriate in the regular classroom.

Grades 6-8 - These students are served through GT classes in the four core academic areas. A student may participate in all four GT classes but it is not required. A GT student must participate in at least one GT class or he/she will be placed on furlough. Due to scheduling constraints, GT students may be cluster grouped in an Advanced Academic classroom

Grades 9-12 - These students are served through academic course options at the high school. These include Advanced Academic classes and *Advanced Placement* (AP) classes. In addition, GT students can take GT designated Advanced Academic and AP courses all four years. High school GT students may be cluster grouped in Advanced Academic classes if scheduling does not allow for stand alone GT designated classes.

SPECIAL EDUCATION

Instructional Settings in SISD

The decision to provide services in Special Education is not "placement" into a "one size fits all" program. Special Education is not a "place"; rather it is a specialized set of services designed by the ARD Committee to provide a plan based upon the individual level of support needs of the student.

While the first consideration in placing a student with a disability is placement in the general education environment, the major goal of placement in the least restrictive environment is to determine the appropriate level of support for a student. We want to keep students in that "Goldilocks Zone" where we provide them enough support to promote success, but do not over support them in a way that interferes with their independence. The ARD committee must answer the questions below:

· What are the supports and services the student news to be successful?

· Where is the most appropriate setting for those supports and services to be provided?

·   Are the goals appropriately challenging or too challenging?

·   What are the barriers to the student being successful in their current setting and how can we develop a plan to address those barriers?

·   How is the level of support provided to the student going to prepare them for the transition from elementary school to middle school to high school to career or college?

Documentation for Students Served Under Special Education and 504

In many classrooms across the district there are students with identified disabilities that are supported with 504 Plans or Individualized Education Plans (IEPs). It is the classroom teacher's responsibility to know who these students are in their classes, and to follow the plans as provided. Evidence for planning to implement accommodations, behavior intervention strategies, support of health plan needs, and other classroom-based supports are reflected in a teacher's lesson plan. Currently general education teachers access student plans through **Aware**.

We have purchased a new program, Embrace. This program will manage all of our 504 and special education forms and paperwork. It allows us to provide different users with the appropriate level of access. We are in the process of switching to this program. As soon as it is live all teachers will have access and be able to view student plans there. Your campus administrator will let you know when we are ready to make this change and a training will be provided to all staff.

How to Access the Plans:
Log on to Aware to view and download the student's plan.
- At the beginning of the school year, before the first day of school, view and download all of the plans for students in your classes.
- During the school year plans must be viewed and downloaded within 1 school day of receiving notice that a new or revised plan is available.

How to Document Adherence to these Plans:
- Evidence of how you plan to implement student accommodations, behavior plans, or health plans is reflected in your lesson plans and discussed in your planning teams. Also make sure to include information about strategies or accommodations in your sub plans so that substitutes have the information they need to implement the student's plan (note the sub does not need disability specific information such as diagnoses, eligibility, etc.. - just information on accommodations, strategies, or other components of the student's plan).
- Anytime a behavior for a 504 or special education student who has behavior accommodations or a BIP is documented in Aware, make sure to also document which behavior accommodations or strategies from the student's plan you used before, during, and/or after the behavior incident.

Special Education Terms

Co-Teaching Classrooms – Co-teach support is offered in designated core academic areas. In co-teach classes, the general and special education teachers jointly provide instructional services and accommodations to students placed within the general education classroom. The special

education student remains in the general education classroom and is instructed in the general curriculum (TEKS) with the remainder of the class. Co-teach classes provide the ongoing, daily support that these students require to be successful while allowing them to benefit from participation in the general education curriculum.

Inclusion Support - – When students with disabilities are scheduled into 'general' classes, they may function independently, or be provided assistance from staff on a case to case basis depending on the student's disability. This is the target setting for all students. The ARD committee is charged with the task to weigh all options then make an appropriate decision based on the needs of the student. Inclusion support is offered in designated core academic areas and consists of a special education teacher and/or paraprofessional consulting with the general education teacher to assist in the implementation of individualized education programs and/or instructional accommodations within the general education classroom and TEKS curriculum.

Resource Classrooms - Resource is a pull out service delivery model offered in the student's specific area of educational need. Students placed in resource classes are working on specific goals and objectives developed by the ARD/IEP committee based upon individual needs. Students who require this specialized setting are unable to successfully participate in the general education curriculum at grade level without significant support due to severe learning difficulties. Resource intervention allows students to progress through the curriculum with specialized services and supports.

Academic Interventions - Many students at SISD participate in some form of academic intervention to enable them to overcome specific areas of academic weakness.

Content Mastery - Students may go to another classroom to receive individual or small group instruction on an as needed basis.

Functional Academic Classrooms - These classrooms provide educational, vocational, and life skills training for students with significant cognitive impairments. Additionally, some of these students need special care for physical and/or medical conditions.

Behavioral Support Classrooms - These classrooms are designed to support students with emotional/behavioral disabilities. The students are taught social skills and coping behaviors in addition to the regular curriculum.

Structured Learning Classrooms - These classrooms provide a specifically designed environment for students with autism. In the structured learning environment, students are given a wide array of supports to allow them to develop academic and social skills to participate as much as possible with non-disabled peers.

Regional Day School for the Deaf - This program provides services for students with deaf and hard of hearing students across Grayson County. Some students receive support from itinerant teachers who travel to their schools. Other students are successful with more intensive support which is provided on a Sherman ISD campus.

Itinerant Services for the Visually Impaired - This program provides services for students who are blind or have low vision. Itinerant teachers work with students and teachers to assure that all

students are able to participate in the educational process with their peers. These students are provided assistive technology, adapted materials, and specialized instruction as needed.

Early Childhood Special Education - Early Childhood Special Education. Eligible children may receive ECSE services in a variety of settings. Some children may require intense intervention in a self-contained classroom with a smaller staff/student ratio. Other students can be successful in Pre-K or Kindergarten classrooms with less support.

Homebound/Intermittent Homebound Services – Homebound services are provided to Special Education students who are unable to attend school due to medical reasons. To receive homebound services, a parent must provide documentation from the student's physician that the student's medical condition will require absence of at least four consecutive weeks. If the student is expected to be unable to attend school for at least four nonconsecutive weeks, the student may be eligible for intermittent homebound services. For more information, contact your campus diagnostician or the Special Education Office.

18+ Transition Program - The transition program provides services to students who have completed the 12th grade but have a continued need to work on skills for their life as an adult. Currently, students in the 18+ Transition Program are working in partnership with the Texas Workforce Commission in gaining valuable paid employment experiences throughout the Sherman community.

Grade Level Transition – Schools at each level collaborate with the next school to make sure that students moving to the next academic grade level, such as 4th to 5th grade, 6th to 7th grade, or 8th to 9th grade have the supports necessary to function successfully in a more demanding academic/social environment.

Speech Therapy – The district has full time certified Speech Language Pathologists and Speech Therapy Assistants who deliver services to students who exhibit speech and language impairment. The services they provide may be either direct or indirect/consult.

Special Olympics - Sherman ISD students with disabilities get a variety of opportunities to participate in Special Olympics across many grade levels. Students begin building skills in campus physical education programs with the support of an adapted physical education teacher. At age 8, they become eligible to participate in Special Olympic events such as bowling and track. Their participation meets some of the goals of their individual plans such as becoming more active and agile and learning to access the community recreational facilities. Like their general education peers, students get opportunities to travel to sporting events throughout the state on extra-curricular school-sponsored trips.

[Local 504 Policies and Procedures](#)

[Local Dyslexia Policies and Procedures](#)

[Local Homebound Policies and Procedures](#)